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ABSTRACT

The first part of the document presents a collection of workable ideas, organized by topic, which were submitted by principals who used them to improve the programs in their schools. Some areas of interest covered include community involvement, student-choice electives, parent reporting, career education, and counseling and changing behavior. Also provided are four guiding principles to be used and four important steps to be taken by principals in developing new ideas. The second part of the document is devoted to an exploration of the principles of public relations found to be most effective for principals. (Author/MLF)

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# INNOVATIVE IDEAS IN ELEMENTARY SCHOOLS: A COMPILATION

Sub Title: AGATES AND IDEAS

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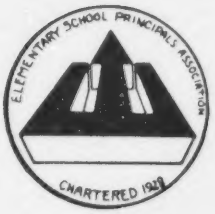



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# INTRODUCTION

Many sincere and dedicated principals are finding themselves living in a state of perpetual frustration. The obvious incompatibility between their investigation of what is currently taking place in the name of education and their private interpretation of what is real and important in today's world of unrest and uncertainty moves them toward believing that none of what is going on in our contemporary schools can be justified in human terms. At the very least, they are sure, what is now taking place is horribly incomplete.

Education must result in generations of people who are sensitive to and concerned about other humans and aware of their relationship to their environment. Survival will depend not upon further technological "advancements" but upon how deeply people care and how honestly and completely they internalize the feelings that "I cannot destroy the environment because life in all its forms has importance and value." Survival will depend upon each individuals desire to adjust his "needs" in life to those items and conditions that will not take life's requirements from others. Such a commitment to humanity should be the focal point of public school education programs. Quality should be judged in terms of human relationships.

If it is true that a positive relationship exists between the quality of leadership and the amount of desirable change found in the learners concerned, and that our only hope for creating "generations of people concerned about other humans" is to begin with the youngsters now in elementary schools, it would follow that an unbelievable amount of responsibility for survival rests on the shoulders of elementary school principals. Is it unfair to ask whether or not changes are now being made in the elementary school that will contribute to preservation of the human race on this earth in the centuries ahead?

It is to this end that the editors have compiled this booklet of innovative ideas.

Dr. Frank Cross, Coordinator
Pre Professional Program
School of Education
Oregon State University

## FORWARD

The editors are appreciative of the many suggestions of innovative ideas received at the Oregon booth from elementary school principals and other participants at the 1973 National Association of Elementary School Principals Conference held in Detroit, Michigan. The Oregon booth was one of many manned at the national conference and many principals from throughout the United States, Canada, and elsewhere stopped to talk to the Oregon principals.

The Oregon principals gave away well over a thousand beach agates, many polished to a high lustre. Close to three hundred innovative ideas were "traded" for the agates. At the Oregon booth the principals were provided a half sheet which stated:

**OREGON IN '79**

In exchange for my choice of one of Oregon's beautiful beach agates, I give this brief description of an innovative teaching idea that has been used successfully in my school.

All the ideas shared with us are not included herein. We apologize for not including each and every idea as we are sure they were good ones, however, many of the principals were in a hurry and we were unable to always decipher their handwriting. If your name or the schools name is misspelled or you find you now live in a different town we again apologize but we did the best we could and settled on what you see in the booklet. Please contact the editors when you note errors so the master copy will be correct.


## ACKNOWLEDGEMENTS

The editors and publisher are indebted to the following persons and institutions for their help in facilitating the publishing of this booklet.

School of Education, Oregon State University
Klamath County School District
Carol Harris, Linda Christianson and Steve Armitage

## OREGON AGATES

Agates are hard, semi precious stones, often with striped or clouded coloration. Agate is a gem variety of quartz. It is often formed by a rapid deposition of extremely fine grained quartz in beautiful, aricolored bands or patterns.

Many "rock hounds" call Oregon the Agate State, however several other states likewise claim that title, particularly Montana, Texas, and California. Varieties of agate are found throughout the state and a few of the more well known areas include several spots along the hundreds of miles of beaches which line the Oregon coast. One of the favorite collecting areas is from Yahats north to Lincoln City. Beautiful agate, including carnelian, is found in the Willamette River gravel bars and in the Lebanon-Sweet Home area. Prineville, of course, is the home of the thunderegg, Oregon's state rock. However, thundereggs are found in at least five other locations in Oregon, the most famous of which are near Warm Springs Reservoir and Sucker Creek in Harney and Malheur Counties.

Oregon's gem production is estimated at $1,000,000 annually and in addition to agate includes petrified woods, jaspers, opals, hematite, garnet, sunstone, malachite and azurite, rhodonite, chrysocolla, obsidian and rock crystal. In 1946 a 187 pound piece of quality agate was found in the Prineville district and sold for $1,000. It was a brightly colored gem containing flower, plume and moss agate. A two by two inch slab of top quality plume agate can today cost $50.00.

For years some collectors have been saying that the supply of agate is exhausted in Oregon, but one three hour trip this year to a Willamette River gravel bar netted 25 pounds of good agate. Trips to gravel bars on the beaches continue to be profitable for many determined agate hunters. While it's never like the "good old days" patience and determination often rewards the agate hunter with a variety of good beach agates.

Early March is often cited as the best time to search for beach agates. The weather is often milder than earlier during the more severe winter storms yet the high tides still have a tendency to remove the sand and uncover the gravel bars on the beaches. There is no guarantee that the gravel bar will have the sand removed and the agate-bearing gravels will be visible so the best policy is to be there when the gravel bar is uncovered at low tide. Some residents of the beach areas who hunt agates year after year say that some of the gravel bars have not been fully uncovered for years. Maybe you will be lucky and be there when a bonanza is uncovered.

If the sun is out and the gravel bar is wet the conditions are fine for hunting agates. Each hunter uses his own technique but it helps to walk very slowly into or away from the sun and search the area with your eyes checking back and forth, catching the glint of the sun as it shines through the agate. Move slowly and search thoroughly.

If you don't "strike it rich" on your first outing . . . be patient . . . it took the residents of Canyon City in central Oregon, 10 years to discover they had paved their streets with gold-bearing gravel!

## INNOVATIVE IDEAS

To be innovative, one "must make a change in something established" or to "introduce new things."

To change, one "must make something different in one or maybe two particulars, but not really the activity of converting to something wholly new."

Thus, if we completely revised our reading program and brought in a new program we would be *innovating.* If one portion or part of the reading program was altered we would be bringing about *change* in the reading program.

This booklet will deal with both innovations and changes.

Education today is marked by serious attempts to improve through change and innovation. Partially and totally new programs are seen from school to school and district to district. Citizens and professionals alike are concerned that the best possible return is received from every dollar spent. More and more persons are desirous of being involved in making decisions about how tax money is spent and what objectives the schools will have. The time is right for principals to conscientiously search for ideas to improve the programs in their schools.

The ideas in this booklet have been deemed successful by at least one educator. In other words it has worked for them. It has been evaluated in some means and found good. It may work for you. On the other hand, only the basic idea may work in your classroom or school and much may have to be changed in order for it to be successful.

### FOUR PRINCIPLES TO CONSIDER WHEN DEVELOPING NEW IDEAS

I. *Involvement* . . . staff, pupils and parents should be as involved as they want to be involved . . . as much as they are able.
   Don't force the new idea . . . get others to help develop it.

II. *Individualization* . . . consider each teacher as an individual . . . they each move at varying paces and they each adopt new ideas at different times. Expect some to be the early birds and some to be more slow in accepting new ideas. This is normal and should be expected.

III. *Gradualism* . . . Don't try to change things all at the same time or overnight. Take your time and go at it gradually. Prepare each group with a good deal of communication . . . keep reminding them.
   Teachers are usually not opposed to change but often are opposed to the "rapidity with which change takes place."

IV. *Continuousness* . . . good curriculum development is done constantly, not one day a year, or not for one week, and then forgotten for a year. It is a step by step process that should procede regularly and systematically.

### FOUR STEPS TO CONSIDER WHEN DEVELOPING A NEW IDEA:

I. *Objectives* . . . what is it that you want the new idea to accomplish? What are the ending behaviors you desire?
   Knowledge or content . . .
   Skills . . .
   Attitudes and values . . .

II. *Experiences* . . . what is it that the teachers/pupils will do that will result in achieving the objectives cited in (I)? Will they read, listen, talk, visit, write, construct, etc.?

III. *Organizing the Experiences* . . . at home, at school, at play. Will some school system be needed; will new materials need to be ordered; where will they be housed; how administered; will there need to be a new time schedule, bell schedule, etc.?

IV. *Does it Work . . . Does Evaluation show* the degree to which the objectives were achieved? How will you check to see if the idea works?

# PART I

## Innovative Ideas From Principals

# PART I. INNOVATIVE IDEAS FROM PRINCIPALS

## 1. COMMUNITY INVOLVEMENT

### PARENTS LISTEN

Improvement of the class reading level through parental volunteer work is accomplished by simply listening to the student read out loud. The volunteer program can be arranged so each parent becomes involved with one or more pupils according to the pupil's needs and abilities.

John W. Lewis – Hendrix Dr. Sch (Georgia)

### PUPIL-ADULT PROJECT

Parents and members of the community can become involved in a "patch rug project" in which pupils collect old rug scraps to make into larger rugs. The more difficult segments of the project, sewing together of the pieces, etc., are handled by adult volunteers. The finished rugs may be sold for profit or given as a donation or as a charity to someone in need.

Ed Leo – Brooke Elem. Sch. (Austin, Texas)

### COMMUNITY INVOLVEMENT – TUTORS – LUNCH

Senior citizens, who incidentally vote in school elections, are invited to school once a week for "lunchday." They pay the regular lunch price and eat with the children. Teachers meet and greet the senior citizens and get to know them. The teachers look for senior citizens with patience and an interest in education, those who enjoy young children. Some senior citizens are then invited to become "tutors" or school helpers. These "screened" tutors prove to be very capable in reading to pupils, listening to pupils read and talk, supervising individuals or small groups within the classroom, for working in the library or resource room, socializing at lunch tables, and helping individuals in a one to one relationship in many subject areas. Pupils look forward to their sessions with their helper.

John Keur – South Elem. Sch. (Holbrook, Mass.)

John W. Lewis of Georgia reports he also used parent volunteers in his school to listen to reading groups or individuals. The volunteers are not paid and do undergo some orientation.

### PARENT TEACHER WORKSHOP

Involvement of parents with teachers in exchanging game ideas for their students can be demonstrated at a teacher-parent workshop. Parents will learn games to teach their children at home and the teachers and parents can create games for the classroom in any subject field. This helps parents to become involved with their children by knowing some of their child's activities that the parents helped originate.

Marcia Boytar – Hambden Elem. (Chardon, Ohio)

### SENIOR CITIZEN LUNCH PROGRAM

A pilot program to provide a low cost hot meal for senior citizens was initiated at Franklin Elementary School in Corvallis, Oregon in October, 1972. The Senior Citizens pay the regular adult fee for lunch; they are served immediately after the pupils have been served and eat in the cafeteria with the pupils, but generally at separate tables.

Reservations for meals are made through the local Senior Citizens Center. A total of 388 hot lunches were served to the Senior Citizens from October to December.

Plans are being made to use selected Senior Citizens as volunteer aides in the classrooms. The project has been enthusiastically received and the Senior Citizens have expressed their pleasure about mingling with the children.

The program is now in its second year and an average of ten eat each day. When the price of lunches was forced up the Board of Education kept the price for the Senior Citizens the same as when the program started.

John Schaer – Franklin Elem. Sch. (Corvallis, Oregon)

### OFFICER "FRIENDLY" SPENDS MANY HOURS IN SCHOOLS

Funded by a little known section of the federal Omnibus Crime Controls and Safe Streets Act which make funds available for school officials, police and sheriff's deputies have spent hundreds of hours in area schools working with pupils. The program shows officers to be real human beings and has made a real impact of attitudes. Pupils perceive police officers to be helpful public officials.

Lancaster County, (Nebraska)

### THANKSGIVING PROJECT IN MONROE, OREGON

The fifth grade class won the food collecting competition for our annual Thanksgiving Food For The Needy Drive. Food worth $382.00 was collected. In the school hallway was a display of huge thermometers keeping a day to day account showing how much was collected by each class. The Monroe Churches indicated the number of needy families and the pupils box up that number of gifts. The churches pick up the gift boxes and deliver them. Collected cash is used to purchase a turkey for each box. The school personnel and pupils never know who receives the gift boxes.

Not only do the families benefit, but the spirit of giving and helping others is present for all the participants.

Verne Bittner (Monroe, Oregon)

## 2. PUPILS CHOOSE "ELECTIVES"

### INTEREST CENTERS

Interest centers are visited by Kindergarten students. The interest centers are manned with the help of volunteer mothers and teacher-aides. The activity the children are interested in is developed by exposing them to several concepts at a time concerning the topic (wildlife, city life, weather, etc.) After the first visitations to the areas that they find most interesting the children are shown the areas of less interest to broaden their experiences.

Robert Paul Elem. Sch. (Wiscasset, Me.)

### INDIVIDUALIZED INTEREST CENTER

Any classroom or Media Center can be designed for individual use by setting up many interest centers. Pupils should be involved in choosing what centers should be and how they are maintained. Centers could be correlated with subject areas, Holidays, units of study, career awareness clubs and interest groups, hobbies or other leisure activities.

D. Woodling – Crescent Sch. (Council Bluffs, Iowa)

### 15 MINUTE LEARNING CENTERS

Learning centers create activities that, after the children have worked on for 15 or 20 minutes, they may move on to another learning center according to their needs. Each center contains specific materials and activities for children. Learning centers help eliminate boredom as the child can change activities and move to new centers frequently.

Mary L. Ederer – R.B. Haven Sch. (Michigan)

## PARENTS INVOLVED AS RESOURCES

Portland's Gregory Heights has implemented a program of mini-courses where parents and other people living in the community come to school as a resource teacher for a special topic or area of study. Students sign up on a bulletin board for a topic that interests them. Some sessions are held once, others held once a week or over a longer period. Topics vary and include a blind parent and his seeing eye dog, teaching about "Braille and the Sightless"; a mother teaching Candlemaking; a teacher teaching "Survival in the Wilderness"; and a student teacher teaching Calligraphy; other topics include Astrology, Drama, Cosmetics, Puppets and Slot Car Racing, etc.

Lorne A. Turville (Portland, Oregon)

## MINI-COURSES

Provides a wide variety of mini courses for pupils.

George Young -- Auburn Sch (Shelly, Ohio)

Lawrence J. Byron has developed mini courses to supplement Glasser's ideas.

Lawrence J. Byron (McKeesport, Pa.)

## MINI-COURSES

Mini Courses taught by the parents of elementary school children encourages active community involvement. These mini-courses could include subjects such as arts and crafts, sewing, knitting, tooling leather, wood working, etc. Parents who have a special hobby or talent that they can demonstrate and teach to elementary children and also parents who are interested in children and want to become involved in the program both are beneficial and can work together.

M. Fitch -- 710 N. 8th St. (Plattsmouth, Neb.)

## MINI-COURSES

Special interest areas that the class chooses can be developed and taught by the teacher to get the basic knowledge of the topic across; then, to expand on the material, community resource people are invited into the classroom once a week for one month. As preparation, the class thinks of questions to ask the speaker and can create a bulletin board or other visual aids to liven up the room and increase the involvement of the class. Pupils select the area of most interest to them and each group meets four times with either a teacher or parent as the "teacher."

Ralph Chapman -- Waverly School (Lansing, Mich.)

## FREE CHOICE ONCE A WEEK

"Free Choice Activities" has become a regular Friday special from 2 pm to 3 pm at a school in Inkster, Michigan. This one hour free activity period includes the entire school enrollment. Activities range from ballet, sewing and modern dance to crafts, woodshop, plane and car modeling. The diversity and freedom of choice makes this program the most popular at this school. Each pupil chooses the activity of his choice.

Wilzetta Brown -- Parkwood School (Inkster, Mich.)

## MINI-LAB LEARNING STATIONS

The fifth and sixth grade children are very enthusiastic about the mini-labs. "Mini-labs" are scheduled every Friday from 9:00 to 11:00 am and from 1:00 to 2:00 pm. Seven stations are set up by grouping desks together and using tables. Then the children choose their lab partners. Four or five to a group is a good size.

Goals are interaction, following directions and working independently. Successful subjects used and found to work well here are: Reading, Creative Writing, English, Social Studies, Science, Math, and Art. Music also works well as a listening station.

Following are some examples of possibilities to use in "Mini-lab" stations designed to last about 20 minutes. The Science lab will be specific, while the other suggestions will be general.

SCIENCE: 1) Fill several small jars with different powders, such as sugar, flour, cornstarch, jello, cocoa, baking soda, powdered sugar, and salt.

2) Label the sugar jar, and put numbers on the other jars. Prepare a ditto similar to the following for the children to record their findings.

**SCIENTIFIC INVESTIGATOR** _____

Compare the following powders to sugar by using your senses of taste, smell, sight, and touch.

| SUGAR | #1 | #2 | #3 | #4 | #5 | #6 | #7 |
|---|---|---|---|---|---|---|---|
| Tastes | | | | | | | |
| Smells | | | | | | | |
| Looks | | | | | | | |
| Feels | | | | | | | |

Put a check mark in the box if it is similar to sugar. What do you think each of the above powders are?

#1 _____

#2 _____

Etc.

SOCIAL STUDIES: Map work, capitals and states, Bingo games, Know Your USA game, teacher-made games, laminated map sections with questions

READING: Almanac work; tape tall tales, etc., and have them illustrate the stories and then write their own

CREATIVE WRITING: Laminate pictures to write about, unfinished stories, wheel of characters and places and the students combine them to make a story

ENGLISH: Password, language Dragster, Ribble, Spill and Spell, etc.

MATH: Use Hershey bars to work with fractions, cost of each square, etc. (The students get to eat the candy bar when they have answered the question!) Cooking using fractions, teacher-made games as well as commercial games.

ART: Anything that is self-explanatory . . . water colors, holiday projects, etc.

A few suggestions that have worked well:

1. Number each station and give each group a number. Then post a chart to show how the groups rotate.
2. Turn the light off when it is time to change stations, and turn them back on when they should be at their next station. You might want to blink them to show that they have 5 minutes left at that station.
3. A prize is given for the top lab group of the week. There are cooperative rules such as . . . no talking above a whisper, no leaving your station, no asking me for directions. The lab group who does the best job abiding by the rules gets a small prize.
4. Ask the children for suggestions . . . they will have many worthwhile ones.
5. Feedback . . . This is an important step. Save a few minutes to discuss the labs at the end of the day.

EXPERIMENT! HAVE FUN! The enthusiasm of the children makes the extra work worthwhile.

Glenda Sawyer – Stearns Sch.(Klamath Falls, Ore.)

### ACTIVITY BLOCK

Every Friday pm. for 1½ hours the third, fourth and fifth graders have the choice of a variety of activities. Pupils select from such activities as knitting, math tricks, cooking, carpentry, repairs, etc. Each faculty member is sponsor of one activity.

Vera Russell (Indian Hill, Mich.)

### SUMMER SCHOOL ELECTIVES

Corvallis, Oregon schedules a no tuition summer school program of electives for elementary pupils. Topics include anthropology, drama, "field" science, art, advanced reading and arithmetic as well as work in basic subjects for those needing help. Subjects are selected after a community survey of needs and interests. Teaching is done by both regular classroom teachers and teacher candidates from Oregon State University.

Editors

### ENRICHMENT ACTIVITY CENTER

Converting the custodian's room (or other available space) to an "open Enrichment Center"; one that is supervised all day by a good teacher aide (and parent volunteers) for grades 2-4. Activity centers are set up for sewing, woodworking, clay modeling, listening-viewing carrels, educational games and a mechanics center. Each child specifies his interest area for which he receives an "interest card" that he presents on his arrival at the center. The interest cards enable a controlled number of students to participate in each of the activity centers.

Francis Spera – Pennington Grammar Sch.(N.J.)

## 3. REPORTING TO PARENTS

### CITIZEN OF THE DAY

A polaroid camera is used to take the picture of the school *Citizen of the Day*. After it is posted on the bulletin board the pupil gets to take it home. This is in a low socio-economic area of Baltimore. Anyone in the school may nominate candidates. Special class programs are also photographed and posted on the bulletin board.

An Elementary Principal (Maryland)

### HOME-TEACHER CONFERENCE

The *home* teacher-parent conference during the first six weeks of school changes the environment and also lets the parents prepare for the teacher's visitation as well as the teacher's usual preparation for the conference. This has proven very effective in parent-teacher relationships as it initiates a more informal approach to reporting to begin the school year.

H. Drechsler – Nicolet Sch.(Kaukauna, Wis.)

### DESIGN YOUR OWN REPORT . . . BUT NO A.B.C.'s.

Avoiding the conventional A,B,C grading system gives each teacher or group of teachers the opportunity to design their own reports. The main goal of the new grading system is to encourage each individual to progress at his own rate, with no comparative evaluations of groups of students. The concepts of steering clear of the competitive grading system helps the child become more self-oriented, establishing his needs and goals to fit himself instead of his fellow students. Self-awareness through individualism is developed as a result of this grading system.

Sr. Joseph Marie Biddle – Holy Cross Sch
212 Doty St. (Kaukauna, Wis. 54130)

### PROGRESS REPORTS

Progress reports replacing letter grading, provides parents and children with the actual individual progress a pupil has made instead of a comparison in letter grades with the other class members. Competition between the lower and higher achieving students is diminished and the student feels more confident of his own individual efforts and accomplishments.

Bob Peterson – Koscuzsho Sch.(Wis.)

### ACHIEVEMENT VS POTENTIAL

Pupils are graded in class levels according to their proficiency in a certain subject. For example, if a pupil is in his own grade level in reading (fifth grade) but he shows the ability to do 6th grade mathematics work, then he is graded as a sixth grade math pupil. The same is true for pupils who are not capable of doing average work in their chronological grade level.

Bellewood School (Windsor, Ont.)

### CARBON COPY REPORTING

Pupils often lose or mutilate the single copy report card when it's being returned to school. By adopting "self carbon paper" and having two copies, one for home records and one for school, there is no need for pupils to return their copy to school. Mailing the parents copy solves many problems.

C.E. Adams – York Suburban School Dist.(York, Pa.)

### A LETTER MAKES A DIFFERENCE

There are about 75 elementary, junior high, and secondary schools that have Oregon State University education students doing some type of practicums, from Sophomore tutors to Resident Teachers.

One principal, Roger Lehnert, Inavale Elementary School, Corvallis, Oregon, uses a unique technique – a letter – to make that difference in human relations development. Each term after orientation of the teacher candidates, Roger writes a letter to the parents of every education student assigned to his building, outlining why they are in the school, who they work with and what kinds of things they are doing. Most parents respond in writing and are very appreciative of the effort and communication. Truly a cooperative teacher preparation program when a principal takes this kind of interest in the teacher candidate.

The OSU teacher candidates do aide work, tutor pupils, teach small groups and large groups and teach special projects groups.

### NEW PARENT COFFEE

A program to help new parents understand the school curriculum is one or more evening "New Parent Coffees". The group composition is (1) about 7 to 10 couples new to the school, (2) the principal, (3) a capable, articulate teacher, (4) two or three active PTA members who serve as hosts, (5) a central office administrator, and (6) a school board member. Sessions can start at 7:30 p.m. and can last two hours.

After 15 minutes of socializing, the school people each talk for five to eight minutes on his role in the institution. Then there is a question and answer period sparked by one or two good openers by the PTA members. EVERY EFFORT IS MADE TO GET AT THE REAL PARENTAL CONCERNS.

Don Carter – Cheldelin Jr. H.S. (Corvallis, Ore.)

### PRINCIPAL TO PARENT

"Don't be polite . . . the nastier the question the more fun it is. We educators are here to have some answers and should be able to explain and defend the program and everything done in schools."

Anonymous

### IMPROVE PUBLIC RELATIONS

Have a policy that *every* teacher makes at least one telephone call a day to a parent about some *positive* accomplishment of one of the pupils in the class. Why not make one yourself?

Anonymous

## 4. COUNSELING AND CHANGING BEHAVIOR

### I.G.M.

It is often said "there is no learning without motivation." I.G.M., Individually Guided Motivation is an idea designed to make a child more aware of his actions and responsibilities.

Ioe C. Rosenberg – Little Red School (Wis.)

### BE NICE

Running an elementary school with the motto "Be nice to each other" suggests that being nice to each other ultimately means being nice to everyone. A discussion emphasizing getting along and being nice to each other should stimulate good response from the children, and they will probably grasp the full meaning of the motto. The entire school philosophy is based on this one "discussable" rule.

Dale Harkett – Strawberry Hill School (Iowa)

### MIRRORS DO WONDERS

Primary children can look inside a viewing hole in a box where a mirror is glued and see a happy face. A sign outside the box says "See a nice (boy) (girl)" or "Who is the friendly (boy) (girl) looking at me?" Good for the self concept.

M. Leddy – Ft. Lowell School (Tucson, Ariz.)

### MIRRORS MAY DEVELOP POSITIVE IMAGES

One Special Ed. class for pre-school handicapped children includes positive reinforcers for them. One way to teach them to think well of themselves is by placing full-length mirrors in the classroom. Each day they can look at themselves and repeat positive statements about themselves. The class is for 3 to 5 year olds with mixed handicaps.

Joseph C. Lovin – Arnold Elem. School (Jonesboro, Ga.)

### SELF CONCEPT

Success in school is often based on self concept development. While the conventional 3 R's are important one program's formula is motor skills plus self concept development plus special classes equals success in other ways and other areas. For more information write to:

Ray Kadlec – School Dist. #94 (Ill.)

### AFFECTION

Primary children, especially kindergarteners, need more than just instructions and content. ("Do this and don't do that.") The teacher needs to show them that she likes them by showing affection and giving them acceptance to make them feel secure. Success should be rewarded.

Vikki Simon – Independence H.S. (Penn.)

### "MAGIC CARPET" CIRCLE DISCUSSIONS

"MAGIC CARPET" discussions in which the students and teacher sit in a circle gives the students an opportunity to release their gripes, concerns and problems. Listening to their classmates complaints, analyzing the causes to problems and developing sensitivity to other people is gained through these discussions. Ways to avoid conflicts and the simplest and fairest way to resolve them also benefits the class for better unity and cooperation.

Winifred L. Farmer – Seat Pleasant School (Md.)

### "RAP" SESSIONS

A unique method of counseling consists of an informal rap session with sixth grade girls by two of the intermediate teachers. This counseling program is held after school on a voluntary basis. Discussions are open for the students to freely express whatever is on their mind.

H.W. Blair – Mountview School (Utah)

### GROUP INTERACTION

First you must familiarize yourself with William Glasser's theory in education. One of his books is *Schools Without Failure*. His recommended "circle" discussions as a type of class meeting can be used in your classroom. These periodic class discussions are truly without failure!

Theresa Woolfolk – Overlook Elem. School (Md.)

### REWARD SYSTEM FOR EXTRA P.E. TIME

When students exhibit good behavior during class time they are issued points. For example, if the class cooperates with each other during a class project or if they are quiet during a movie, etc. so many points are given according to their behavior. At the end of the week the points earned are converted to extra time spent for P.E.

S. Bartow – Park Place School (Texas)

### HONOR CARDS

"Honor Cards" issued to each student entitles them to free movement in the school to do as they wish as long as they aren't disturbing others or infringing on the rights of others. The "free time" takes the place of their study hall when they aren't scheduled for a class. However, if any misbehavior is reported their honor card is taken away and they are restricted to a study hall area.

Margaret and Richard Corrick – Panoka-Linden (Iowa)

### SPECIAL HELP

Special education students are able to remain in regular classrooms when specialist teachers give them help in specific areas. This procedure gives the special ed. teachers an opportunity to work with other slow students and gives the special ed. students an adequate remedial program as well as a sense of "fitting in."

John Worth – Jennings Elem. Sch (Mich.)

### KEEP THEM IN THE REGULAR CLASSROOM

Following the new trend to not segregate special education pupils from regularly assigned pupils this innovative program tries to keep learning disability children in the regular classroom. The special education teacher works in the same classroom as the regular teacher. One major goal of the project is "learning how to deal with Learning Disability (LD) pupils."

H.L. Phillips – J.E. Edmonds Elem. (Ga.)

### SPECIAL HELP 1 HOUR A DAY

Counseling done by the special education teacher goes a long way in taking care of problems in behavior of pupils. One hour each day is set aside for the counseling which is scheduled with the pupils on an assigned and "on call" basis. The special education teacher teaches the regular special education class but is released the one hour for counseling pupils and teachers.

Gale Bateman – Academy Park School (Utah)

### "POINTS" AND BEHAVIOR CHANGE

Contingent management or behavior modification uses a reward system when students accomplish a specific learning activity. The process starts with a material reward and as the student progresses in his learning abilities his achievements are rewarded with privilege instead of candy or food rewards. A point system could also be a means of giving certain privileges to the students who earn the most points for their work.

Rebecca Cunningham – Arlington Elem. (Lexington, Ky.)

### SECRET TIMER

Points earned through good manners and paying attention at the ring of a timer is very successful in maintaining class control. The teacher sets the timer in her desk drawer; the students never know when it will go off. When it does, if there was not any class disruptions, a point is rewarded. At the end of the week the points are synonomous to minutes and that much time may be spent for activities chosen by pupils, such as; p.e., library, art, etc.

Linda Christianson – OSU student (Corvallis, Or.)

### ASK THE CHILDREN

What does the principal do? Ever stop to wonder how the role of the principal is viewed by the primary child? The question was posed to several children six to eight years of age. Their answers: "He is the owner of the school and if you get in trouble, you're in a mess." was the way a wide eyed young girl answered. "He whoops people," said a first grader. "He walks up and down the halls," another said. "When kids are sick and their moms and dads can't come for them, he plays games with them," offered another. "He sits at his desk and writes letters," replied a lad of six. "He does the business and orders ice cream and food," said one child eager for lunch time. "He talks on the intercom," said another. "He spanks kids when they run around in the halls and are bad," is the way a second grader sees him. "He owns the school and makes rules up," another child said. Then there are those who see the principal as friend and caretaker. "The principal runs the school and likes children of all kinds," said a confident young lady of seven. "He is a nice person and your friend," agreed a classmate.

The Daily Memo, Southeastern Elem. School Principals Conference (Dr. Kalb County, Ga.) March 1973

### FORMULA FOR TEACHING "HELLIONS"

Dr. Madeline Hunter suggested a usable and successful approach to handling and teaching a group of kids who present all kinds of disciplinary problems as "teach your teacher to use reinforcement behavior."

Psychology has long held that behavior can be shaped through the use of rewards. The variety of rewards are most lengthy, from the often criticized M&M's to a warm and sincere smile of acceptance. Teachers should start where they are "and move toward intrinsic motivation, sincere verbal and non-verbal actions and rewards."

OESPA Fall Conference

### PUPIL DECISION MAKING

Self-evaluation through individual packaged material contains questions concerning personality traits, likes and dislikes of an individual and an opportunity for every person to become better acquainted with themselves. After students have completed the packet, they have increased their skills in the area of decision making, plus many other aspects of knowing themselves better based on each person's evaluation.

G.W. Murray (Charleston County, Charleston, S.C. 29406)

### SELF DISCIPLINE IN CLASSROOM MANAGEMENT

An excellent chart that indicates attendance count, lunch count, rest room, library excuses, or what have you, can be constructed with hooks and a board. Each child is assigned a number and the colored tab he puts on the hook tells his choice of lunch, when he leaves the room, and where he may be located. A little exercise in self discipline!

JoAnn H. Pritchett – Green Valley Elem. (Birmingham, Ala.)

### "GATHER, GLEAN and GIVE"

This is the class motto in Mr. Parkers fourth grade class at Adams Elementary School, Corvallis, Oregon where Wally Ramp is principal. The pupils were on a totally cooperative level all day, every day; they worked in small groups, searching out things done on their own. One said to me, "For three years we have been spoon fed by teachers – now we *learn*!"

They were finding out it was fun to learn together and with each other, then sharing what they learned with the rest of the class.

Chris Winn – OSU Teacher Candidate

## 5. CAREERS EDUCATION

### STATE DEPARTMENT BROCHURE

A brochure of a philosophy of Career Education gives a description of the many vocations in a community and ideas for a relevant career education program for students. For more information write to.

Bob D. Mills – State Dept. Of Ed. (Virginia)

### MINI COURSES

A mini-course comprised of career education electives brings professional people into the class for 6th, 7th, and 8th graders. The courses are held for 1 hour weekly on various topics with guest speakers from businesses coming to speak. The children work in small groups in their interest area. Through the community involvement with this program, professional people are made aware of the students' needs and enthusiasm.

Sister M. Naomi White – Sacred Heart School (Davenport, Iowa)

### APPRENTICES

According to a teacher in Flint, Michigan, Career Education should get students involved in related activities in which they can serve as "apprentices" in the classroom. Examples of such professions are bike repair, cosmetology, horticulture, etc. Students are able to test their abilities through a "mock apprenticeship" classroom experience.

Erma Evans – Rankin-Carmon School (Flint, Mich.)

## CAREERS EDUCATION FOR KINDERGARTENERS

Cobb County, Georgia, has shown that Career development is successful for 3,600 of their pupils -- so successful the entire 46,000 will have the programs. All traditional subjects are taught by focusing on specific use in the real world. Good use is made of community resources and field trips are taken at every level. Humaneness is the basic goal.

"The poorest reader in the third grade might be the best with a hammer, and he will get esteem from his peers. He can be as proud of what he's doing as the fellow who's going to college," so says Supt. Alton Crews.

Education U.S.A.

## BY GEE!

The Group for Environmental Education, Ins. (GEE) has published a paperback called the *Yellow Pages of Learning Resources.* The book is concerned with the potential of the city as a place of learning. It contains many ideas that your teachers will find helpful if they are interested in getting education out of the four walls of the classroom. Parts of it are written so that children may use the book too. Principals will find it useful as an aid in helping teachers plan more successful field trips. This 94-page Resource is available as a service of NAESP for $1.95 each.

## PROJECT COULD

Career Orientation Utilizing Language Development is a title III ESEA project in Coos County, Oregon. Six instructional units (teacher guides) have been developed and are ready for field testing. They are: Grade three- Logging; Grade four- Logging Transportation; Grade five- Wood Processing; Grade six- Marketing Wood Products; Grade seven- Lumbering Ecology; and Grade eight- Coos County Careers in Lumbering. Each is about fifty pages in length and includes a summary, outline, goals, objectives, vocabulary, activities and background data including logging related jobs.

Materials are presently unavailable unless a school is interested in validating any or all of the instructional units by field testing them for four weeks.

Donald Day, Project Dir., Coos IED (North Bend, Oregon)

## DEVELOPING CAREERS

Career Education seems to be the upcoming program in elementary schools. Grades 1 through 7 are expressing their interest in learning about what our nation's people are doing in terms of careers. This special subject can be taught by professionals, teachers, blue collar and white collar workers, etc. It is an opportunity for developing future goals and stimulates much enthusiasm.

Billie F. Smith (Medlock, Ga.)

## CAREER WEEK IS SCHOOL WIDE

Local white businessmen, interested in hiring black youth, explained to students in an all negro school in Georgia, the importance of a full twelve years of schooling. This program has helped cut the dropout rate for fifth, sixth, seventh and eighth grade pupils.

Anonymous

## THE ELDERLY NEED TO BE ACCEPTED

Every child has the potential of growing to be one of the increasing number of elderly in our society. Those learning about the older generation and developing an understanding and appreciation of the problems of old age may be better equipped to have a rewarding life of their own as they mature and grow old.

Careers education provides the opportunities of preparing for the *Family Life Role* and the *Leisure Time Role* both involving knowledge, skills and attitudes as it relates to the elderly. *The Citizenship Role* involves societies responsibilities to the elderly.

PROJECTS/ACTIVITIES:

Letter writing, visitation to nursing homes, etc., visits to school, elderly serving as consultants, interviewing "pioneers", sending pictures of pets, caring for pets of elderly, singing groups visiting homes, etc., elderly coming to schools and serving as "listeners", writing stories about elderly, their lives and accomplishments, preparing a book of biographies of older citizens, sight seeing trips . . . school bus and pupil guide narrator, family "trees."

Editor

## CAREER EDUCATION RESEARCH

Bill Mitchell, Springfield, Oregon Elementary Principal, has data on *how to get information on Career Education, how to get started on career education,* and *who to contact for possible supportive money for peojects and programs.*

## A DAY AT WORK

As a part of a career education program, 6th grade students, on a volunteer basis, visit the businesses, industries, etc. where their parents, relatives or friends are employed. Observing these people at work, the student evaluates the job, takes pictures and illustrates them, and as a conclusion to the project, he presents his work in a scrapbook to the class. The variety of vocations presented stimulates individual opinions as to whether or not the job is appealing to class members. Encourages class discussions.

Cecilia Wolfe -- Elem. School (Flint, Mich.)

## USING NEWSPAPERS

Newspapers can be an excellent learning device in education. The ad section is used by pupils to identify job prerequisites. Many pupils write to advertisers for additional information. Vocational information is often found in the ad section when pupils are becoming aware of the various occupations and the job market. Pupils not only learn from the newspaper but about newspapers.

Mary V. Nichols -- Washington Elem. (Clarksdale, Miss.)

## MANUAL SKILLS

Industrial arts programs start in the first grade in this primary school. Familiarity with woodworking tools begins early as children construct items of importance to them. Knowledge, skills and attitudes developed and learned in such a program can be of great benefit in a persons chosen vocation, his home life, or leisure activities and hobbies.

Gary Foss -- Hugh Mercer Primary
(Fredericksburg, Va. 22407)

## ENERGY CRISIS, RELATED TO CAREERS

Energy crisis week, December 3-7 was designed to make pupils more aware of the problem facing today's society. Many teachers have taught lessons on the subject and thousands of posters have been developed.

One vital aspect of curriculum development is the principle of CONTINUOUSNESS. This concept would say that in your school the problem would be solved only when the attack made on it is *continuous* and directly related to the *daily* application to pupils lives, both at school and at home. The "one lesson" approach is less effective than exposure in all

aspects of the program to the problems facing the pupil regarding energy cutbacks, savings, etc.

"What would happen if?" "What are we going to do if?" questions can be related to a pupils: PARENTS & HOME LIFE; LEISURE LIFE; SOCIAL-CITIZEN LIFE; and OCCUPATIONAL LIFE.

This leads to "what can we do to keep these problems from happening?" "Or what can we do to solve these problems?"

A daily exposure, utilizing current interests, utilizing each subject area can be planned by cross referencing the life roles or careers. Such a model might look like:

| | MATH | READING | SPEAKING | LISTENING | SOCIAL STUDIES | SCIENCE | ART | MUSIC | HEALTH | PHYSICAL EDUCATION |
|---|---|---|---|---|---|---|---|---|---|---|
| Home & Family | Jan.2 | | | | Jan.7 | | | | Jan.11 | |
| Econ. OCC. | | Jan.3 | | | | Jan.8 | | | | WE |
| Leisure | | | Jan.4 | | | | Jan.9 | | | |
| Social Citizen | | | | WE | | | | Jan.10 | | |

WE = Weekend Assignment

The teacher then selects an appropriate math activity related to the Energy Crisis as it effects the HOME for January 2, Wednesday. On January 3, Thursday, a reading activity is selected as it relates to the parents Occupational Career(s). The next day, January 4, Friday, there is selected an oral activity relating to the pupils Leisure life and the Energy Crisis (etc.). This becomes a daily exposure, in a variety of modes, to a variety of life experiences as related to the Energy Crisis.

The exposure is continuous. It is balanced and involves all life careers and subject areas.

Editor

### MINI-COURSE-CAPER

White Oak Elementary School provides pupiles with the opportunity to acquire knowledge and/or skills that are not normally obtained in the traditional school day. One hour a day, two days a week, is devoted to pupils selecting an area of interest from a total of 56 topics. Each pupil makes 3 choices and is finally assigned one topic. The 56 topics were suggested by pupils and included hobbies, leisure time pursuits, interest inventories and possible occupational goals.

The eight objectives of the program are included with close to 60 mini-courses in a 14 page brochure.

A sample of the mini courses includes carpenter, sculpture, body and fender repairs (automobiles), chess, crochet, 9 different culinary arts, dentistry, fireman, green house, banking, law enforcement, photography (newspaper), supermarket, bowling and many others.

The program is multiaged and also involves Jr. and Sr. High students teaching as well as community agencies and parents. There are evaluation forms for both pupils and teacher-participants.

Lawrence J. Byron – 1415 California Avenue (McKeesport, Penn. 15131)

## 6. SUBJECT AREAS: Language Arts

### PIN IT ON ME

A word association game in which the children can get out of their seats and find their "match" is played by pinning words to the students. The words can be associated or matched with other words. For example, one child may be wearing "tree" and another "leaf." The pair to find their match first, sit down and are the winners. Second, third, fourth, etc. winners are also included. This game can be played by primary and intermediate grades by making more or less difficult word association pairs.

Art. Lewis – Bryant School (Teaneck, N.J. 07666)

### TEAKETTLE GAME TEACHES HOMONYMS

Homonyms used to develop vocabulary and understanding is the main accomplishment of the "Teakettle Game." A list of homonyms in the speller or on the board helps the class decide on a set of homonyms. First, a child who is "it" must leave the room. After the class decides on a set (pair, pear, pare) the "it" pupil comes in and calls on someone to give him a clue. Clues are given like this: I saw a *Teakettle* of shoes in the store, I cannot *Teakettle* a *Teakettle* without a sharp knife. The pupil who is "it" listens to the clues, guesses or gives up, and then chooses the next player.

Two or three groups could play at one time thereby increasing the active participation of pupils. They could be organized as reading groups so would be of similar achievement.

Ruth Graham – Peterson School (Klamath Falls, Or.)

### TYPEWRITER IN CLASSROOM

As an independent exercise to build skills in spelling, each primary student, taking turns with the rest of the class, can type words he has difficulty spelling. Typing seems to be more fun than writing the word and gives the children a chance to be responsible for the care of the typewriter and also a "business-like" attitude.

Benson Frye – Kyger School (Frankfurt, Ind.)

### WRITE FOR FREE MATERIALS

Letter writing for slow learners involves free information material cut from magazines and newspapers that the teacher brings to class and makes available to the students. Each student chooses a topic which interests him and writes for the free material. The students are reminded that other people will read their letters thereby stressing the importance of proof reading. Letters become relevant when they get answers!

James Forsythe – Benjamin Franklin (Edison, N.J.)

### PROGRAMS THAT WORK FOR BILINGUAL CHILDREN

If you are interested in programs that have been effective with bilingual children, you may purchase "Promising School Practices for Mexican Americans" Office of Information and Communications, Southwest Ed. Development Lab., 800 Brazos, Austin, Texas 78701.

### BALLOON'S CARRY LETTERS

Messages carried over 500 miles in helium-filled balloons proved a great success for sixth grade students in what they called a "Balloon Launch". The messages were tied on to the balloons in plastic bags and included the return address of the school, therefore enabling correspondence with the person who found the message. Through this project, the teacher and

students can demonstrate an interesting approach to problems in Math and Science. The students can also become more accomplished in creative letter writing.

Doris Cherry (Carinon Park, Mich.)

## CAN HE READ IT?

Teach manuscript or cursive writing only when children can read the material. It only stands to reason that if children are assigned to write something that they can't read without assistance, that there will be less learning.

Adelle Baker — Zaner Bloser Co. (Elyria, Ohio)

## CREATIVE SPELLING

Each pupil forms his own spelling list and makes sure the words are spelled correctly. He should be able to define each word. The students are teamed with a partner and the creative spelling words are shared.

Sister Minolia — 133 S. Monroe (Green Bay, Wis.)

## ARE YOUR MANUSCRIPT CURSIVE CHARTS POSTED?

Dear First Grade Teachers Everywhere,

I am six years old, 44 inches tall, and I sit on a chair which is twelve inches from the floor. Like most of my classmates past and present I really want to learn to write or manuscript print, as it is called. Why do you have that all important, frequently consulted alphabet wall chart mounted over the chalkboard? From my point of view it may as well be in outer space. It will be some time before I can recall precisely how each letter is formed. I must refer to the chart frequently. With my rudimentary knowledge of the alphabet, it takes me some time to locate a specific letter from the 62 symbols (26 upper case, 26 lower case, and 10 numerals) on the chart. When I finally do locate the letter I may have to refer back to it as many as three times before I have it properly executed on paper. Why can't the chart be mounted under the chalkboard or someplace else where I can see it on my own eye level? Maybe I could even walk up to the chart and trace a letter that is confusing me, or I could practice the letter on the chalkboard with the proper letter model nearby.

Sincerely,

First Graders Everywhere

P.S. My third grade brother who is just beginning to learn cursive writing is having the same problem.

Mrs. Jan Pruitt, Asst. Professor — Lewis and Clark College

## LOSING ONE OF YOUR GREATEST HERITAGES?

Every time one of your town's senior citizens passes away a tremendous wealth of historical knowledge also passes away. It is such a shame to lose priceless stories of how the area was settled . . . of human interest stories . . . of who had interesting and exciting experiences . . . of hunting stories . . . of early problems connected to housing, food, government, recreation, transportation and industry.

Such historical knowledge would make the study of local communities and states more interesting to pupils because it would come from relatives, friends and neighbors.

To secure such stories and information, teams of two or three pupils could visit the senior citizens and tape record their stories. Others could visit school and relate their stories to classes who record them or write summaries.

A tape collection could be added to the School Library and the better pupils stories could be compiled into booklets housed in the library under the most appropriate unit of study. Such collections would both preserve local history, serve to give a valuable role to many senior citizens, and serve as future resource.

Editor

## PUBLISHING CHILDREN'S WRITING

Publishing children's stories into books that the students write themselves is something to be proud of, especially when the students publish the stories themselves. It seems that in making this undertaking a successful one, there would be certain limitations to overcome such as proximity of a publishing company, funding, etc. However, this feat has been achieved in Farmington, Michigan. Any inquiry is welcome by writing to:

Jean Ralph — Flanders School (Farmington, Mich.)

Lunada Bay School in Palos Verdes Peninsula, California, with the sponsorship of the PTA, published a similar yearly anthology which sold at between 5-6 dollars. Every child in school was a contributor of either poetry or prose of some type.

## SIX IDEAS FROM TEACHER EDUCATION CANDIDATES AT OSU

## STORY STARTERS

This device can be used as an independent resource table activity or Bulletin Board Interest Center to motivate creative writing. Children may take one card from each train to their desks and attempt to construct them into a creative story.

Note: The cards are color coated to help children replace the strips in the proper cars.

## FOLK TALES TURNED INTO SLIDE SHOWS

For upper intermediate Language Arts, have your class write their own folk tales. First read a few stories and/or show films to the class and discuss the main characteristics. Then set them loose writing their own tales. When finished, have them tape record their stories and draw slides on acetate with felt pens to illustrate their stories. Mount the slides. Finally, have everyone present his own slide show to the class and possibly to other classes as well . . . or to parents.

## RELEVANCE IN SPELLING

As an alternative to having children memorize lists of spelling words from traditional spelling workbooks, make each child's spelling "list" from words he misspells in his daily work. This list can mainly be compiled from a daily creative writing assignment. Each day the children are given a creative writing topic. The choices are limitless. "The Weather Machine," "Visitors From Outer Space," "If I Were A . . . ". These topics are preceded by a short readiness, motivational activity such as a film, a tape, looking at a picture(s), sensory experiences (taste, touch, feel, etc.), creative dramatics, and discussion groups. The children then write and illustrate their stories. Interpretations of the given title are *EXTREMELY VARIED* which makes "sharing" the stories interesting. Spelling words (words the children misspell in their stories) are recorded in each child's personal "Spelling Book." Then, during spelling, the children study their words, write them in sentences, and are tested orally by the teacher when they feel they are ready.

The benefits of this approach are tremendous. Each child is allowed to progress at his own rate. Poor spellers improve and the good speller is not held back. Also, the children remember the words longer because they MEAN something to them. If a child WANTS to know how to spell a word, he will learn it quickly and remember it. Also, this system is good for building vocabulary at an early age.

**BUILDING A STORY WITH SPELLING WORDS**

This is a spelling activity. In order for the pupils to remember the words you will be using, put them up on the board. Start out by giving the students a sentence with one of the spelling words in it – try and make it in story form like "Once upon a time," etc. Then go around the room taking turns and build a story using the spelling words. Each sentence must have one spelling word in it and there should be a time limit so that a student doesn't take too much time.

**"ONE MINUTE STORIES" IN 3RD-4TH GRADE**

Begin by having a child come to the board. He will begin writing a story. He is to write for one minute. The second person will then continue the story until his minute is up. When the tenth person comes to the board, he will write a conclusion to the story. Then he may read the story aloud to the class. The story could be titled by the class.

**"MOVIE TIME" FROM ORIGINAL ILLUSTRATIONS**

Students write a story. Then they make a "movie" out of it using original illustrations. The movie will be shown on an opaque projector (and narrated by students) so the "frames" need to be 10" x 10". They can be made on a strip of paper 10 inches high that is divided into 10 inch wide frames, or made on paper 10 x 10 and then taped together for projecting. This can be an individual or small group project.

Dr. Lucille Leeland – Oregon State University

**MAKING BOYS BETTER WRITERS**

Barbara Goodwin in an article prepared for the bulletin of the National Assessment of Educational Progress quotes Dr. Fredelle Maynard saying that "English teachers could help boys see the value of describing accurately and communicating the results of observation (as surely, science teachers might show girls the power of analytic reasoning). They could give boys a chance to write more often about subjects that deeply, passionately interest them. And curriculum planners could see to it that boys are exposed not only to good science fiction, which has made some headway in school anthologies, but also to serious scientific writing of a high literary quality – T.H. Huxley, Darwin, Gilbert White, Konrad Lorenz."

NAEP Newsletter

**AGATE AGONY**

Invent games to play with your agate, write the directions and then follow those directions exactly as you play the game.

Brainstorm all the possible and improbable ideas for things you might do with your agate.

Admire the beauty of an agate and list descriptive words to develop into imaginative agate sentences, stories, sentences, or books.

"Agatize".

Geraldine Snyder, instructor – OSU

## 6. SUBJECT AREAS: Mathematics

**USING PRESCRIPTION TECHNIQUE** in mathematics has been successful according to:

Alfred Mitchell – Eugene Field School (Teaneck, N.J.)

**BANKING**

Teaching children the value of money in the sixth grade through banking procedures can be a truly involved learning experience. Each child is loaned $1 by the PTA. In a twelve-week period they are to invest this money and attempt to make it grow. Visits to bank, the proper way to write checks, paying income taxes, the cost of living, etc. can all be an integral part in this project. This may also be one way to help those with problems in math, at the end of the time period.

Helen Hagan – Bayle Elem. (Penn.)

**SIMPLE MANIPULATIVE MATERIALS**

Small stones glued on a smooth, flat stick (popcicle, ice cream bar, or tongue depressor sticks) can serve as a counting stick for math basics in the primary grades. Different combinations of the sticks added together, different combinations used for subtracting, horizontal and vertical addition, are a few of the many problems a child can solve. The importance of the simplicity of the counting sticks along with the child's creativity can make it a valuable learning tool in which the student discovers and solves problems on his own. (By using different varieties of stones; agates, pyrite, quartz, etc. they could also be used in Science.

Dorothy H. Finley – John E. White School (Tucson, Ariz.)

**GAME DRILL**

A circular disc entitled "Toughies" Pizza Round contains tough multiplication or division facts pasted on slips of paper. The answers to the problems are "clip-on" clothespins. The clothespins can be clipped on the circle by the pupil in the correct position to answer the problem.

Kay Briggs – Cloverdale-Farmington School (Mich.)

**EGG CARTON COUNTING**

On the inside of an egg carton, on the bottom, paint the numbers 1-12 and on 12 smooth agates or other stones. On the outside of the carton write "Shake Me, Open Me and Number Me." Good at preschool, kindergarten or readiness levels.

Harry Donart – Washington School (Lamar Colo.)

**CATALOGUE ORDERING IN MATHEMATICS**

Catalogue orders, forms, and procedures were made into a math unit for enrichment and change of pace from the regular exercises. A variety of different catalogues can be used, the boys *may prefer* an auto parts catalogue and the girls a clothing or cosmetic catalogue. Instructions may include buying a dozen of one item, six of another, etc. There is a multitude of different problems the children can solve. Program unit supplements individualized program.

John Mathie – Armstrong School (Minn.)

**LABORATORY APPROACH**

The laboratory approach in Math provides a variety of techniques involving games, materials combined with varying approaches of instruction, and individualization for students to progress at their own rate. Instead of the drudgery of working through the math textbook, students look forward to trying out more creative and challenging methods to learn math.

Milton J. Bolv – Honea Path Middle School (S.C.)

**DICE**

A variety of dice games emphasizing math can be played by constructing large foam rubber blocks, 6" to 12" square. The dice are very durable and children can create their own games with them.

Mildred D. Bennett – Wood Creek Elem (Mich.)

### EVERY MATH ANSWER IS CORRECT

According to some teachers, every pupils mathematics answer is correct. Teacher, "Mary, what is five times four?" Mary, "Nine!" (As teacher, what do you say now?) Teacher, "Mary, what is five plus four?" Mary, "Oh, it is 20!"

Thus, Mary did the correcting and thinking and the teacher did not have to be negative. (The answer was correct – the question was wrong – at least the way the pupil heard it!)

Anonymous

### MATHEMATICAL TRAIN RELAY

Two children are chosen to act as engineers of the train. They call on other children to join their crew. The last two children on each train are the conductors.

The teacher stands flashcards along the chalk rail or some other ledge so they are visible to all children. The teacher will then give combinations that are on the ledge to children by calling out 3+3, the first two children (engineers) run up and grab that flash card and call out the answer. The first child with the correct answer keeps the card (train ticket) for his team.

This continues through both trains. Then the conductors count tickets to discover the winning train.

*Variation:* Teacher calls out answer rather than combination. Children run up and find flashcard that fits that sum or difference.

Jeanine Confronti – Peterson School (Klamath Falls, Or.)

### BLACK BOXES TEACH

"Black Boxes" for development of deductive reasoning and observation skills. Fill a set of small cardboard or other type boxes with a series of different kinds of materials. Record what is in each box and seal the box. The object, now, is for students to hypothesize what is in each box on the basis of information (data) gathered through sound, sight, smell, or touch – observation and analysis of data. After the initial activity students can make and exchange their own sets of boxes.

Dr. E.D. Strowbridge – Oregon State University

### MAGIC SQUARES

Divide a square into nine smaller, approximately equal squares. Select any nine consecutive numbers and place one number in each of the nine smaller squares in such a way that the sums of each column, each row, and each diagonal are the same.

A good "when your work is finished" activity. The 3 x 3 square is the simplest, but squares of a number can be used.

| | | |
|---|---|---|
| 6 | 1 | 8 |
| 7 | 5 | 3 |
| 2 | 9 | 4 |

Dr. E.D. Strowbridge – Oregon State University

### MATH MOBILES

Have you tried using mobiles in your classroom as reference points for your pupils? In the teaching of measurement concepts, mobiles can easily be assembled. For example, four (4) quart cartons (or other equivalent measures) could be suspended from a gallon carton.

What other concepts could be illustrated? Why not let your pupils contribute with ideas, gathering materials, and constructing the mobiles?

Jo Ann White – School of Education,
Oregon State University

## 6. SUBJECT AREAS: Reading

**UNGRADED READING**, grades 1-5, has been successfully used in Eloise K. Gilmore's school at Mertz, Alabama.

Sr. Louise Marie Effinger, St. Barnibus, Kentucky, reports the effective use of Individualized Reading.

### D.P.I.R.; DIAGNOSTIC PRESCRIPTIVE AND INDIVIDUALIZED READING PROGRAMS

D.P.I.R. provides a "diagnostic" way for the teacher to find out what the child needs to learn. A second part of this program is the "prescriptive" step in which the teacher prescribes the type of lessons the child will undertake. The third step is the individualized step – in which the child works his problems out individually.

Mrs. Sedalia Lomax – Cotter School (Ky.)

### INDIVIDUALIZED READING: A DO-IT-YOURSELF PLAN

Innovative? Yes! Individualized? Yes! All of the so-called "in" words can apply to the exciting, individualized audiovisual instruction program for primary grade pupils with reading problems, as developed by Mrs. Arlene Judson, third-grade teacher at North Marion School District, Aurora, Oregon.

Mrs. Judson's reading program is a research project federally funded through Region X, U.S. Office of Education, Seattle. This is the regional office through which small educational research grants are approved in the Northwest. In 1971, the Region X office authorized a small grant to Mrs. Judson allowing her to develop an experimental program for twenty-one third graders of average intelligence who are one or more years behind in reading and generally considered to be "turned off" by the typical school program.

With the help of tapes, filmstrips, listening carrels, and earphones, a completely individualized reading program has been developed to fit the child's needs, instead of trying to fit the child to the reading program.

"Proof that the program is successful", says Mrs. Judson, "is the change from indolent, reluctant, indifferent learners to spa. cling-eyed, smiling children eager to read."

Hazel Sydow, Marion County, IED (Salem, Or.)

### READING FOR INDIVIDUALS

This is the innovative title for Aumsville's reading program. Loren Mills, IMC director; Patricia Baker, teacher; and Cathy Rocque, head reading aide; have a well coordinated program involving classroom reading, the reading lab, Title I Reading, and Library Media Skills and utilizing differentiated staffing. One teacher aide is assigned every four classrooms. The Fountain Valley Teacher Support system materials facilitates the program. Visuals are used to a great extent.

Bob Goddard (Aumsville, Or. 97325)

### RHYTHMS and READINESS

In using the Frostig program for the Development of Visual Perception and supplementing the worksheet exercises with exercises involving the whole body, teach the progressive exercises in a sequence that will result in a singing game or rhythm. (Example – develop walking, turning and "walk the other way" and you have the rhythm. *Going To Bombay*;

teach left and right feet with the heel, toe, hop forward, back and forward three times and you have taught the *Bunny Hop*.

Goldie Peterson – Peterson Elem. (Klamath Falls, Or. 97601)

### MUSICAL PHONICS GAME

All children stand or sit in a circle. An eraser is passed hand by hand around the circle while music is playing. When music stops, children stop passing eraser. The child holding it is asked to give a certain number of words containing a certain combination or sound. For example: Give 3 words with short "o" sound; Give 5 words beginning with "b" sound.

At the beginning, it is best to have every child give words with the same sound or combination. Later in the year it can increase in variation and difficulty. Selection of sounds and words can be geared to the achievement level of each pupil.

Jeanine Conforti – Peterson School
(Klamath Falls, Or. 97601)

### ENHANCE READING WITH OVERHEAD

Should not an expensive projector be fully utilized? Yes, says Sue Giles who encourages its use during the regular reading program. It centers the groups attention on the screen and permits the teacher to sit facing the group. Children can also write on the surface much as they would at the blackboard when practicing phonics, other word attack skills or vocabulary. It can also be used to recheck children's tests. Oral and silent reading may be done.

Sue Giles – North Elementary (Heber, Utah)

### TEACHERS ALSO TEACH IN HOMES

A summer reading program attempts to raise the reading level of all elementary school children from present achievement to the potential level. Funds are available for low-income level families, to make available the school facilities and staff for summer reading. The biggest problem is that of transportation for rural children if their parents are busy with the harvest season. A solution was found by incorporating a two-part program in which "a.m. teachers" work at the school teaching reading to the students who have transportation and "p.m. teachers" visit the homes of the children who cannot be transported to school.

Joe F. Stewart – Petersburg Elem., Rt. 3 (The Dalles, Or.)

### RESALE

Set up a store in the school so pupils may buy and sell their paper back books. It keeps more kids reading and the books circulating. Gives the sponsoring pupils business experience.

Phil Martinez – Burke Elem. School (Boulder, Colo.)

### 5 SERMONS

Sermon #1 – Thou shalt diagnose *first*
#2 – Thou shalt prescribe according to Sermon #1 results
#3 – Judgement Day: Continuous Evaluation
#4 – Right Living: Classroom Management Ideas
#5 – Go Ye Therefore and Do Likewise

Reading resource teachers have developed a workable and effective program for individualizing reading.

Glenn Brostrom and Wilmer Leichty – Albany Elementary Dist. (Ore.)

### READING VIEWERS

According to Pamela Waleke, Hoffman Viewers are successfully used at the Davison School in Michigan for Reading Lessons.

### READING INNOVATION

"Xedia Microfische" is a pilot program sponsored by Xerox Company. The primary aim is to encourage the use of television-type projectors for reading. This program has been very successful in one school, opening a new dimension in reading that students and teachers both enjoy.

Audine Agent – Philadelphia School (Miss.)

### I.T.A., READING PROGRAM

Initial Teaching Alphabet, is reported to be successful at School #73, Indiana, according to R. Crockett.

Two successful programs at Wayside School in Md., Charles, Co. are the Ginn Tutorial Reading Program for Preprimer through 2nd grade and the Alpha I and Alphatime Reading Program. For further information write to Percy Hill.

### PRESCRIPTIONS

SRA can be used as a diagnostic tool to write prescriptions for individuals. Their individual problems can then be treated in a learning center in this analytical method, SRA has proved to be a successful means of determining individual weaknesses in reading skills. Use SRA Lab as a diagnostic tool to write prescriptions to be used in a learning center.

P.S. Rebovid – James Madison Int #10 (Edison, N.J.)

### COORDINATED HELPS

Use of Coordinated Helps in Language Development to assist in pre-reading readiness activities.

Sue Buel – N.W. Reg. Lab. (Portland, Or.)

## 6. SUBJECT AREAS: Science

### TWO NIGHTS IN CAMP

Camping out can be a program in environmental education for sixth graders. Three days and two nights are spent at a 4-H camp in which prearrangements are confirmed with the camp authorities. This outdoor education camp relates to math, science, social studies and recreation. The activity can be something the students work for throughout the school year emphasizing good sportsmanship, fairness, courtesy, proper conduct, etc. A great deal of cooperative planning by pupils and teacher needs to precede the trip.

Russ Oxender – North Central Elem. Jr. High (Ohio)

### 3 DAY TRIP

An extended field trip with teachers and specialists to an outdoor area is successful. On the spot study of rocks and other geology, Indians, stars, trees, shrubs, flowers, animal life, etc., is really remembered by the pupils.

Floyd J. Mann (Webster, Wis.)

### A TEACHABLE RESOURCE ON SCHOOL GROUNDS

At Eastwood School has been developed at this Roseburg Elementary School under teacher Rodger Busse, utilizing a stream, marsh, grassland and oak thickets; students learn first hand the study of conservation and environmental studies in a relevant setting. A nature trail has been developed with a manual for its use. Future projects are being planned.

Dennis Action – Eastwood School (Roseburg, Or.)

### GETTING KIDS OUTDOORS

Aspen Middle School (Colorado) utilizes the creativity of a Home Economics teacher to entice both girls and boys into planning and preparing trail food for cross-country skiing trips and overnights, field trips on snowshoes, and rappelling, rock climbing, and backpacking trips. Physical education and social

studies are related in the program and include orienting map and compass work.

From the Newsletter of the ERIC Clearinghouse on Rural Education and Small Schools (Eric/Cress).

## GREENHOUSE

Columbia School in Portland, Oregon has two greenhouses, planned and built by pupils in this school. Most of the materials used were donated by local merchants. Plants are grown and sold by pupils throughout the year. Think of the multiple possibilities as they relate to occupation, leisure, economics and family.

A Portland principal

## CONSTRUCTION ACTIVITIES FOLLOW FIELD TRIPS

An outdoor nature trip can create activities for the classroom. One activity includes the collection of plant specimens. After bringing them back to the classroom, the students dry them and mount them on styrofoam bases. Each specimen is labeled and used as a game prop for memorizing the scientific names of members of the Plant Kingdom. It can serve as a classroom or hallway bulletin board.

As a science project, a school in W. Virginia built a cavern in their classroom. This was a successful endeavor. For further details contact:

Irene Burdelte – Arnetloville School (West Virginia)

Life Type Examples and Experiments in Science Classes have been successful at Cass Tech, Michigan, according to Patricia McNeal.

## EXCITING INQUIRY ROOM

An empty classroom, a college resident teacher, some hard work and some imagination created a science inquiry room. Classes are initially invited in and eventually scheduled for 30-60 minutes in the inquiry room and spend the time pursuing a variety of interest centers in the room. Centers included measurement, plants, animals, geology, chemistry, construction, cellular with microscopes, etc. The "teacher" is an elementary teacher candidate doing a full time practicum after student teaching was completed. Elective hours are earned for graduation. Supervision is by both the principal and the University

Don Tetz (Corvallis, Oregon)

## MAKE YOUR OWN FILMSTRIP

Mr. Darrell Sanders, a fifth grade teacher in Clover Ridge School Dist. #135-C, had each student prepare at least two 12" x 18" crayon drawings pertaining to "Pollution In Our Environment". After all pictures were drawn and labeled, Mr. Sanders photographed each, using a 35 mm. camera. When the filmstrip was returned, the students taped a story about their work, even putting in background music. The students shared their program with all our other classes. They then presented it at our Patrons' Club as well as at Knox Butte and Millerberg Schools. The project was a real learning experience and much appreciated by students, teachers, and parents.

Lewis Clark

## S.T.A.R.T.

In Hay, Indiana pupils have developed an ecology project entitled S.T.A.R.T., *Students Taking Action Recycling Trash.* What better way to get pupils involved in making important decisions on conservation. Students collect all recyclable trash and store it where practical (in a large bin); at the end of each month, or however long it takes to fill the receptable, a recyclable company picks it up. The money can be used for improvements to the school, ecology projects, or other worthwhile service projects.

Appreciation and understanding of the wise and intelligent use of our natural resources is an outcome.

Cy Brooke (Hay, Indiana)

## EDUCATING FOR WIDE FOREST USE

"A land owner must be able to see a reasonable return on his capital and on his labor if he is going to invest either in a forestry enterprise . . . We're now growing more timber than we harvest or lose to natural causes, and we're continuing to set new records in reforestation." (T.J. Starker)

Conflicts of forest uses are constantly setting different groups into verbal battles. With the timber industry one of the giants of Oregon's economy, it is appropriate for it to be a significant curriculum topic in the elementary school.

How about getting rid of many of the dry problems our kids read about, talk about, and write about in our schools and insert some material on a real topic . . . forestry. Attitudes are established early in life, during the time your children are in the elementary school.

Editor

## IDEAS FOR BRINGING RELEVANCY TO FORESTRY STUDY IN YOUR SCHOOL

1. Have foresters talk to your classes.
2. Have foresters bring special equipment to school for a display.
3. Visit a lumber camp.
4. Raise Christmas trees for harvest and fund raising. Every child plants 5 trees a year. Sixth graders harvest them.
5. Field trips to tree farms. Set up stations: Thinning, cutting, selecting, seed collecting, move from station to station.
6. Visit the School of Forestry at your local University.
7. Visit a Christmas Tree farm.
8. Collect "rounds" of trees showing rings of growth; compare each with others; compare with rainfall and temperature of that year.
9. Prepare map of your area with forest reserves.
10. Visit State Forestry Division.

"Composite Ideas from many Schools"

## IDENTIFYING ROCKS

A geological rock chart serves as a great means for different class activities. Students may go on "rock hunts" and use it as an identifying chart. Once they identify the rock they can tell its characteristics and write reports on the different types of rocks.

Allan C. Mulley – School Two (Ecorse, Mich.)

## STUDYING ROCKS

After using identification charts and hardness tests, use lights. A filmstrip light may disclose completely new characteristics, not previously noted. A black light or fluorescent light, shown in the darkness, will disclose any fluorescence features; reds, yellows, greens, blues, blacks, etc.

Wm. Bindelo – Coss District (W. Va.)

## ENCOURAGE ROCK IDENTIFICATION INTEREST

Allan Midley of Ecorse, Michigan encourages pupils to bring a rock to school and then has them identify it by use of a chart. Most geology books have a simple series of tests for pupils to identify rocks. Principals Don Tetz and Roger

Lehnert of Corvallis, Oregon both trade polished agates and jasper for rough stones the pupils bring to school. If a child brings one rock to school they trade it for one polished rock. In both schools almost any time of the year you can find a rock tumbler polishing rocks.

Allan Midley – School Two (Ecorse, Mich.)

### USE "GOLD MINE" FOR GEOLOGY

Your community is a "cultural gold mine". Contact "collectors" rocks and minerals, crystals, fossils, artifacts, pioneer relics, etc. Have them visit your class and "show and tell". Could be a summer project for a teacher to gain "professional growth credits" to make up such a list of people or teachers of the community. In a study of rocks, minerals, not only could the talented person "show and tell" but the collection could be put on display, with all specimens labeled and identified so all students could enjoy it. The geology of the region could be explained and proved by the fossils of the area. Classroom teachers could play songs – "Rocks and Minerals", "Song of the Fossils" from the record album *Ballads for the Age of Science*. Students would enjoy "The Grand Coulee Dam" record from the album for the energy crisis also.

Goldie Peterson (Klamath Falls, Or.)

### MARINE SCIENCE FOR UPPER ELEMENTARY GRADES

4-H Marine Science member's books and Leader's Guides are available from County Extension Offices. The materials were prepared by Mrs. Vicki Osis, Marine Science Education Specialist and assisted by staff of the Oregon State University Marine Science Center. The unit includes beach safety, physical oceanography and life in the ocean and estuaries. Also included are resource lists, suggested activities and appropriate field trips.

### FIRST HAND STUDY

Plan a three day trip to your closest ocean where actual application of oceanography skills are possible. First hand learning provides lasting memory compared to "book learning and reading about the ocean." Text book approaches usually result in loss of 50-80% of the data in a year. Reduced trip cost can be planned by using campouts. One of the lasting benefits of such a trip are the many hours of practical planning for the program. The sixth grade class spends much time planning the hundreds of details.

C.E. Adams – York Suburban School District (York, Pa.)

### USING JUNIOR HIGH SCHOOL SUBJECT MATTER SPECIALISTS

An excellent supplement to the program in elementary science can proceed if the elementary school is part of the junior high or close enough for the younger pupils to walk to the science rooms in the Jr. High building. The secondary subject matter specialists can occasionally instruct the elementary pupils in a science program putting to use the materials and supplies of the specialized room. This can be most effective when an elementary teacher has less preparation in a given area of Science. The subject matter specialists put on special workshops for elementary teachers. At the workshops the teachers demonstrate how to find and use simple apparatus found around the house and school.

Jean Kent – Parkview School (Mass.)

### 5 DAY OUTDOOR EDUCATION

All disciplines are studied during a 5 day resident (sleep in) outdoor education program. Some subject areas often get a "new look" when taught in a meaningful setting. Pupils are really motivated.

John Yoder – North School (Orrville, Ohio)

### BALARAT CENTER FOR ENVIRONMENTAL STUDY

Classes are moving into the mountains north of Jamestown, Colorado, about 45 miles northwest of Denver for sessions devoted to studying the out-of-doors and how humans may effectively use it. 650 acres were donated by a leading citizen and the area adjoins 2,850 acres of Roosevelt National Forest land.

Over the next years there will be developed a center for teacher training, leadership training, a resident outdoor school, a special education center for the handicapped and the opportunity to teach children and youth a wide variety of topics ranging from survival and mountain climbing to hotel and resort management. This is a program of the Denver Public Schools.

Denver Public School Brochure

### "A PERFECT CAMPUS FOR OUTDOOR SCHOOL"

The Oregon 4-H Club Foundation Education Center located west of Salem, Oregon in Polk County comprised 720 acres of trees, numerous ponds, campout areas, bunk houses, swimming, athletic areas, and plenty of hiking areas. Over 150 species of trees are available. The 4-H Club Foundation makes this outdoor education laboratory available to schools for day trips, overnights or extended learning experiences. "Some schools that use it intensely now, but there is room for much more use." A school staff may use the facility for in-service development.

Ken Meier, Executive Director, P.O. Box 826
(Salem, Ore. 97308)

## 6. SUBJECT AREAS: Social Studies

### GAMES FOR AMERICAN HISTORY

Pupil Role play the part of one of today's famous Americans. After doing some current historical research they speak out on an issue facing society today . . . the pupil could use the language of the famous Americans.

Play a game called "Who Said It?" Research the famous quotation of notable people in American History. Ask class who said " . . . . . ?"

Select a notable person from American History and find out about the person. To other pupils without telling who the person is, tell all about "yourself." Give them more and more clues until they can guess who you are impersonating.

Goldie Peterson – Peterson School (Klamath Falls, Or. 97601)

### FIELD TRIP TO WASHINGTON, D.C.

A study of our country's history is highlighted by this Michigan school's one day trip to our nation's capitol. A charter bus does the job and the whirlwind tour includes appointments and a tour with Congressmen with the receipt of a flag flown over the capitol. This is a tradition in this school.

Larry Nicholas – Ovid-Elsie Area Schools (Mich.)

### VISITING AMERICANS

What is it like to have seven visiting Alaskan Eskimo pupils in your school for several weeks? They are housed in the homes of regular school parents and attend school with their hosts. One benefit, of many, is to help pupils see and learn about pupils from other American cultures. Need some wrestlers, Eskimo kids love to wrestle? One of the teachers has visited and taught in the Eskimo Village.

Two adults from Alaska accompan and counsel all concerned.

Mel McCutcheon (Dallas, Oregon)
Mary Louise Henry (Corvallis, Oregon)

### EXHIBIT OF STATE PRODUCTS

When studying the states in Social Studies an enrichment exercise is to have the students collect samples of products or if unavailable locally, write to th Department of Agriculture of the State being studied and obtain samples of their most prominent product. An exhibit or bulletin board illustrating the products can add color to the lesson and the return letters are much anticipated. By correlating with a map, pupils learn where the product came from in the state. Reports may also be given.

L. McGinnis – Jefferson School (Lake Ariel, Penn.)

### A WEEK'S CAMP OUT IS PLANNED

Teamwork of sixth graders and their teachers to plan a week's camping program is a highlight of the year. Students have the responsibility for preparation for the trip and complete program development. Camp hours, eating times, transportation, learning lessons, daily schedules, camp set-up, supplies, work sessions, clean up, kitchen duty, etc., are necessary for a successful camping trip. Provisions also include a school staff, a cook and counselors to make the camping program "official." The many tasks and schedules take several months to plan. Regular subject area lessons provide the time for writing letters, group interactions, food ordering, formation of rules, and many other items.

Lee Fassett – Mendon Elem. (Mich.)

### FARM PROGRAM

A school farm program lets third graders plant and care for their own crops. When the crops are ready for harvest, the fourth graders take over to complete the project. The land used for this can be divided into plots for groups of children who want to plant the same type of vegetable or conduct growth experiments. This project gives the children a sense of value in finding out the work and time involved for a nation to maintain an adequate food supply. It also pertains to many areas in science, social studies, career awareness, and creating various topics to explore and discuss.

R.J. Smith – Wilson School (Battle Creek, Mich.)

### RESEARCH ON GASOLINE SHORTAGE

About 10 pupils spent several hours at the end of a bridge and researched the number of people in cars as they drove to work. The goal was to see if car pools have been organized to help ease the gasoline shortage. The teachers goal was to do first hand data gathering to help pupils be more involved in solving the energy shortage. The pupils found that 80% of the cars had one person, the driver. In cars with more than the driver, most were women with hair curlers indicating a spouse was keeping the car. *Relevance in Education* "turns on pupils" to learning.

John Thurman – Walker Jr. High School (Salem, Or.)
(as seen on Eyewitness News, TV 2)

### THE CLASS WROTE THEIR TEXT

Sixth graders in New Rochelle, New York found their textbook unchallenging when their social studies class studied African nations; so they created their own text. Each student selected a country, researched it in the school and public library; then wrote a chapter for a "class text" on Africa. This source of information proved not only beneficial for the class but also for other classes who studied or who will study the same material.

Lilyan Abramson – Trinity School (New Rochelle, N.Y.)

### NATIVE DISHES FOR STUDY OF OTHER COUNTRIES

A cafeteria luncheon was changed to a smorgasbord once a year. This appealed to a 3rd grade class tired of the regular lunches. Native dishes, common to the multi-ethnic group being studied, gives children a variety of food for choice. It also adds some versatility to the regular hot lunch menu. Each type of food is studied and served by individuals or small groups of pupils. Parents might participate in the smorgasbord.

Marie Hubbard – #2 Linden School (N.J.)

### CLEAN SCHOOL GROUNDS

Having attractive clean school grounds sets a fine example for the community. They form a good impression about where their children spend most of their time. Student committees or each grade level should alternate "cleanup" patrol every week. It shows that students have something to be proud of and are concerned with their school's well-being! Student council or a service group might initiate and administer such a program.

Arlene Marm – Webster School (Wis.)

### SIMULATING

Pretend that the primary school is a "little planet". What do little people do on it? How do they live? What do they eat? How do they get along with others?

Sr. Ruth Marie – St. Ann Elementary (Cincinnati, Ohio)

### CHRISTMAS ANGEL

A Christmas Angel can be made with TV dinner containers. The containers form the wings and the skirt. Cut inward along the divisions and fold to the center to make the skirt. To form the wings, cut along the diagonal division and fold to resemble a wing. The other half is used for the other wing.

B. Scott – Spring School (Toledo, Ohio)

### FOOD TASTING PARTY

Have a foreign food tasting party as a culminating activity following a unit of study on foods.

*Primary:* It can be a simple party with food brought by each child. Mothers, or their substitutes, are invited so as to thank them for their help. The mothers also help eat the extra food.

Locating on the globe or map the country from which the food comes is a meaningful activity prior to the party.

*Intermediate:* It can be a party with more extensive study on the country from which the food comes. Preparation of the food is done by the child with the aid of a family member.

An invitation to the family member that helped could be extended so as to involve the family.

Doris Mimnaugh – Garfield Elementary (Corvallis, Or.)

## 7. IN SERVICE

### SMILE

That's it! "Smile!" A great idea – try it more often.

Dorothy Frazier – Green Acres School (Pocatello, Idaho)

### TEACHER SELF APPRAISAL

How does a principal bring teachers to carefully analyze their teaching? Using Flanders Interaction analysis and video taping of lessons is one way. (1) Teachers write the objectives for a lesson. (2) The lesson is video taped, and (3) the teacher views the tape and analyzes the degree to which the objectives

were achieved. The principal might help if the teacher asked, but the whole process can take place without the involvement of the principal. A pupil can operate the television equipment.

Margaret Leddy – Ft. Lowell Tucson #1
(Tucson, Ariz.)

**SEED $**

Creative Project Grants are provided through the Board of Education amounting to $20,000 each year in the budget. Teachers and administrators form proposals which are acted upon by a committee of teachers, administrators and board members. Seed money is thus provided for creative and innovative teaching practices.

Alfred B. Kane – MacKay School (Tenfly, N.J.)

**TWO SALEM TEACHERS AWARDED GRANTS**

Twenty-five Oregon elementary and secondary teachers were awarded individual incentive grants to put their own ideas to work in the classroom, and two of these are from the Salem elementary schools. The recipients, selected from a pool of 228 applicants are given portions of approximately $20,000 in federal funds to finance innovative and exemplary programs. A review committee representing nine educational organizations makes the selections. This committee makes first-hand observations of many of the projects as well as makes evaluation at their conclusion.

The two Salem recipients and a brief description of their projects are listed below.

ROSEDA KVARSTEN, Brush College Elementary – "Check Out a Pet," to have 12 to 15 pets available for students to "check out" along with literature on caring for the pets.

KAREN McGILLIVRAY, Bush Elementary – "Cooking With Economical Foods," teaching students to prepare low cost but nutritious food.

Salem Staff News Letter

**SEMI-DEPARTMENTALIZED**

A group of fourth grade teachers each took a different subject area for six weeks. They moved to the different 4th grade classes throughout the 6 weeks. At the end of this period they changed to another subject area, and repeated the process.

A.C. Hollandback – Webb School (Ind.)

**PRINCIPAL TEACHES . . . TEACHERS VISIT OTHER ROOMS**

A. This is a visitation plan whereby the principal can come into *each* classroom in the building and teach for an hour. He would do this in each classroom twice during the school year. The primary purposes of the visitation are: (Principal)

1. Get better acquainted with the pupils.
2. Pupils get to know and understand the principal
3. Release a teacher.

B. At the time the principal is in the teacher's classroom, the teacher would be visiting another teacher's classroom. Hopefully, this would be a visitation in which thorough pre-planning had been done. The purposes of this visitation are: (Teacher)

1. Learn new techniques and methods.
   a. The visiting teacher could be the learner or she could be an observer-evaluator.
2. Help give the teacher confidence when a supervisor or principal is in the room.

C. Plans for the visit should be made by the two teachers and the principal at least three (3) days prior to the visit.

D. Teachers should initiate these visits – not the principal. The teacher knows best what she would like to observe and learn.

E. Visits need *not* be on the grade level taught. Many methods and techniques can be used at any grade level.

F. Plans should start early in the year to allow ample time for two visits for each teacher. A master schedule of times available for visits could be given the teachers by the principal.

Harvey Denham – Peterson School
(Klamath Falls, Or. 97601)

**TEACHER'S DUTY FREE LUNCH PERIOD**

As an innovative idea for teachers, Ruffner Elementary School in Charlestown, West Virginia provides a 30 minute duty free lunch period for each teacher according to Mary G. Conner. Some would say this isn't innovative as several states have such laws and many districts negotiate such contracts, however, when it is not required by the district and a principal goes to the extra scheduling effort and makes it work, it is truly innovative!

Mary Conner – Ruffner Elementary (Chas. W. Va.)

**LESSON PLAN BOOK**

A simple and efficient teacher's Lesson Plan Book can be made with a polaroid photo album and 3x5 index cards for lessons. As the lesson plans are completed, they can be removed and others inserted.

Wanda N. Adams – Douglas School (Tucson, Ariz.)

**GIFT EXCHANGE IDEA**

For Christmas gift exchanges of faculty and Principal, the faculty presents a much needed building gift to the principal for the school; the principal does the same for the faculty and the entire school is gratified.

Helen Murray – Westfield School (Toledo, Ohio)

**TEACHERS MAKE DECISIONS**

Teacher involvement in decision making seems to be a prime motive in one school in Newberg, Oregon. This school has made it possible for its teachers to plan the staff building schedules, staff supervision schedules, staff-meeting agendas. Also included in their decision-making program is student placement and classroom assignment. A teacher advisory committee to the principal also improves staff involvement in decision-making.

Bob Weaver – Mabel Rush Elem. School
(Newberg, Or. 97132)

Another school principal, Charles Grimes, Englewood, Colo., implemented a similar decision-making process in 1969.

Editors

**PRINCIPAL'S IN-SERVICE ACTIVITIES**

Groups of principals meeting to grow in expertise would find these activities helpful: roleplaying, simulation, and practical experiences. These are psychology oriented games which involve the participant in decision-making activities related to a real life problem. Help may be secured from your local teacher preparation institution or State Board of Education and suggestions, resource speakers or materials can often be secured for little or no cost.

D. Kilanski – Eastern Michigan University
(Ypsilanti, Michigan)

**NEEDED...LAB SCHOOLS TO TRAIN ADMINISTRATORS**

"In working for change, principals often run the risk of short tenure and few promotions; we should identify those who are bringing about change, and use their schools as clinical laboratories for training other teachers and administrators."

### START A "FRIDAY NIGHT CLUB"

Informality is the order of the night. The Medford elementary principals get together informally Friday evenings to "rethink" the week's experiences, problems, hang-ups, successes, etc. Pizza is a favorite. Give this one some thought as much is accomplished in such an informal atmosphere.

Boyd Gibson (Medford, Or.)

### PROJECTS TO "GET IN THE FLOWING STREAM OF SOCIETY"

Principals giving blood to Red Cross as a group.

Principals visiting the homes of pupils ill more than a week.

Principals speaking at Kiwanis, Elks, Moose, Chamber of Commerce, etc.

Principals making a group donation to a worthy cause.

Principals serving on Executive Boards of Community Groups.

Principals inviting the Newspaper Editor to tour your school.

Principals implementing a Saturday "clean-up" in the downtown area, the park, etc.

Editor

### TO IMPROVE OR NOT TO IMPROVE . . . THAT IS THE QUESTION?

Logic: Assuming you want to improve your school:

A. To improve, there must be some *change* in behavior.

B. To change, something must be done differently.

C. To do something differently we use Knowledge/Research to create conditions/experiences where people do things differently.

D. As we do things differently we judge which way is better.

Editor

### BACK IN THE CLASSROOM

Following State Superintendent Dale Parnell's elementary classroom teaching experience in the Dallas Schools, Carol Clanfield, curriculum specialist for the Oregon Board of Education, went back in the classroom for 3 weeks in a multiage room in Corvallis at Jefferson Elementary School. Principal Mary Louise Henry said: "We enjoyed having Carol here. We were glad to share our program with someone at the State Level. Also, to get an evaluation from State personnel of our program. It was beneficial to both staff and students to have Carol here."

Carol felt it was very helpful to again view and experience the pressures and challenges teachers are subjected to in schools. She says, "Teachers are working harder than ever. They give so much of themselves when they are doing the job."

Editor

### DO YOU KNOW OF A RETIRED ELEMENTARY PRINCIPAL?

Action taken January 21, 1972 by the Oregon Elementary Principals State Executive Board makes it possible for a retired principal to be an Honorary Life Member through the payment of a yearly $3.00 fee to pay costs of the Journal and mailing costs. Interested persons should write to Executive Secretary, Pat Wohlers. It is only necessary that such a retired principal was a member of OESPA his last year as principal.

O.E.S.P.A. Executive Board Minutes

### SALEM STAFF DEVELOPMENT PROGRAM

Each term the Salem school district produces a 23 page booklet outlinging the in-service curriculum programs, college courses offered late afternoons and evenings, and other learning experiences in which teachers might show an interest. An excellent means of informing teachers how they might expand their expertise or bring themselves up-to-date in other areas.

A Salem Principal

### IT'S A BUYER'S MARKET!

There are still some principals and districts that are not taking advantage of the oversupply of elementary teachers and find themselves hiring the first applicant instead of interviewing several and then selecting the best available. Each district should develop a system. "Selecting the *best* and leaving the rest" saves much anxiety later on when trying to release a teacher.

Editor

### EDUCATION U.S.A.

Subscribe to Education U.S.A. It is full of ideas and current education news.

Editor

### ACCENT THE HOLIDAYS

To add more Christmas spirit to the school atmosphere, each teacher brings a Christmas card and posts it in a designated area in the lobby. It saves money on stamps to mail Christmas cards to your co-workers, cuts the work of the post office and gives teachers a display of their own.

B. Scott – Spring School (Toledo, Ohio)

### PACIFIER

When the anxiety level at your school becomes too high, use the polished "Agate from Oregon". Rub it, and maybe it will release some tension!

Bill Toomey – Jr. High (Calif. 92028)

### A MILE HIGH VISIT

"Visit Colorado!" According to R. Englind and Mel Weisley from Colorado, the most significant teaching idea was a field trip to his state. Colorado, therefore must be brimming with innovative teaching ideas.

R. Englind – Aurora #7 (Colo.)
M. Weisley (Boulder, Colo.)

### START OVER

An innovative teaching idea that has been used is once you think you've successfully incorporated all the new concepts and programs into your school, then start over and double your achievements. As Ted White from Burlington, Vermont said, "We've done it all, now we're starting over!"

Ted White – Wheeler School (Burlington, Vt.)

### NEW PRINCIPALS WORKSHOP

The Oregon State Department of Education, in cooperation with the OESPA and OSSPA conducts a yearly WORKSHOP, in August, for new principals. Emphasis of the two-day workshop is on new legislation, new regulations effecting administrators, and other concerns of new principals. The workshop is well attended and received.

Carol Clanfield – ODE (Salem, Or.)

## 8. TUTORS, AIDES, PARAPROFESSIONALS, TEACHER CANDIDATES

### 15 MINUTES

"We are using a tutorial program that has proven successful – students meet for 15 minutes each day for instruction on an individual basis."

Mark Fitzpatrick – Needham Elem. (Indiana)

### MULTI-AGE

Each classroom has four age groups and a "youth-tutor-youth" program is built into the multi-aging. Having a spread of four years in a classroom provides an opportunity for older pupils to tutor the younger pupils. If families can do it why can't classrooms!

Sister Mary Ellen Paulson, O.P. – St. Mary School (Toneah, Wis.)

### LOW ACHIEVERS TUTOR OTHERS

Have poor achieving 6th graders totor low achieving first and second grade readers. The empathy is there. The self concept of the sixth graders often blossoms and such programs have been very successful.

Anonymous

### HELPFULNESS

Sixth grade pupils serve as teacher aides in kindergarten, first, second, and third grades. Concepts of helpfulness, empathy, cooperation, and service are learned by both the aides and the primary pupils.

Calvin C. Owens – Sinclair School (Virginia)

### SUCCESS FOR UNDERACHIEVERS

Slow achievers in intermediate grades can work effectively as tutors for primary students, helping the younger student as well as themselves. One aspect included in the program is having the older student "sell" the primary student their favorite library book. The younger child looks up to his "tutor" and therefore tries to accomplish higher goals in reading.

Bob Lincoln – Russell Blvd. School (Missouri)

### RECORDING "SEASONAL" STORIES

Upper grade "poor" readers are encouraged in reading skills by recording stories for the primary grades. Stories successfully used deal with the seasons, holidays, and other happenings which "turn on" the primary pupils. The upper grade pupils are being of *service* and *producing* something of value for others.

Goldie Peterson – Peterson Elem. (Klamath Falls, Or.)

### HELP THE YOUNGSTERS

"We are using high school students to tutor and teach elementary pupils."

D.C. Mayer (New Richmond, Wis.)

### BUILT IN TUTORS

Using high school students to work with pupils in grades one, two, and three has been very successful. Pupils in the primary grades with perceptual and coordination problems benefit from the extra help. Such a program can be a future teachers group from the high school or a service group of high school students. Students usually go through an orientation and are given materials showing what they are to do to help the elementary school the easier solved is transportation. Since perceptual and coordination problems are not academically oriented, high school students; yes, the boys too; enjoy working with the primary children to help them improve physically and mentally.

Darold C. Morgan, New Richmond, Wisconsin, volunteered a similar use of high school students as tutors in a transition room from a half day to a full day regular program. Kindergarten children who have attended a half day are helped by the tutors to adjust gradually to a full day program.

R.O. Vessey, Vista View Elementary, Burnsville, Minnesota, utilizes 50 high school students, and 30 volunteer aides in his non-graded section of a school within a school. A comprehensive Media Center is the nerve center.

Sister Mary Delbert of St. Nicholas School in Freedom, Wisconsin, effectively uses 8th grade tutors in the second grade. Such helpful programs might bring our society a step closer to "humaneness", one of the schools major goals.

Joe Durket – Burton Elementary (Ohio)

### HELPING DEVELOP IMPROVED TEACHERS

Use more high school student teachers in lower grades. It is a good experience for both the student teachers and the pupils. A week's experience with children at the elementary school level and another week's experience with Jr. High School youth will go a long way in developing an appreciation and understanding of the growth and development of children. They might pick up some pointers on what makes elementary teachers "the best."

M. Toomey – Fallbrook (Ca.)

### INTERNS

Incorporate a Student Intern program in which University Interns are paid in their senior year to tutor students each day. For more information write to:

Rudy Salazar – Indian Hill School (New Mexico)

### PRACTICUM EXPERIENCES IN YOUR SCHOOL?

Many teacher preparation institutions are providing expanded field experiences for teacher candidates. Thousands of elementary schools are the recipients of student teachers for a term or quarter. Student teachers usually terminate the four year program with a field experience. The new look involves practicum or field experience in elementary schools not in the teacher candidate's senior year but as early as the freshman or sophomore college year.

Elementary teacher candidates at Oregon State University have as many as 1200 hours of contact in schools before they graduate. Another program reported is for Special Education students at Michigan State University where Jill Mannesto is instructing students in practicum experiences where they have the opportunity to take on the responsibilities they will eventually be hired to handle.

Ellen Nemer – Michigan State University (East Lansing, Mich.)

### VOLUNTEER TUTORS

RISE is a program providing Reading Improvement Services for Everyone. Volunteer mothers come in to help with individual problems in reading. The main point is stressing the "everyone", not just the economically deprived.

Lucille Schnurr – Copper School (Fort Dodge, Iowa 50501)

### AIDES AND TUTORS

Both J. Everett Marstellar, Dallastown, Pennsylvania, and Glenn E. Rehmeyer, Loganville Springfield Schools, York, Pennsylvania, report successful pupil tutoring programs.

Sidney F. Lane, Texarkana, Texas Schools, 4241 Summerhill Rd., Texas, has successfully used parent aides.

An in-depth plan of student tutoring is used by Ben McAdams, Grant School, Moline, Illinois.

### VOLUNTEER PARENT AIDES

Two objectives are achieved by using parents as volunteer aides — first, to tutor and help pupils in basic skill areas and second, to instruct in certain skilled areas and interest-hobby areas such as electricity, modern dance, stamp collecting, coin collecting, woodwork, etc.

Garl L. Ohlrich — Weidman Elem. (Mich. 48893)

## 9. SCHOOL ORGANIZATION

### BEHAVIORAL OBJECTIVES

Student performance objectives work with any age student from elementary to graduate. The performance objectives in this case have two parts. Part one, in broad terms, states the kind of behavior to be elicited. Part two consists of a list of alternative ways to demonstrate the behavior. These processes allow for individual differences and learning styles.

Glenn B. Schroeder — University of North Colorado (Greeley, Colo.)

### OBJECTIVES FOR THE SCHOOL YEAR

As posted in one inner-city Los Angeles School . . . Are your School's goals in the Hallway for all to see?

*SCHOOL OBJECTIVES FOR THE SCHOOL YEAR*

1. Elimination of Report Cards (By substitution of conferences plus IPI Progress Reports.)
2. Elimination of upper grade EMR (Through inclusion of children in regular classes. EMR teacher will become reading and math teacher for EMR and other low achievement students.)
3. Improvement of Language Arts Program (through greater emphasis on writing.)
4. Improvement of social studies instruction (Through questioning, problem solving and activities.)
5. Implementation of program of inter-class and intra-class. (Tutors; Grades 3-6.)
6. Implementation of IPI programs in reading and math (by December first)
7. Implementation of Reading Task Force Kindergarten — 4th grade.
8. Elimination of children marching to class.

C.K. Currey, Watts Principal

### PROPOSED SCHOOL GOALS FOR OCEAN LAKE SCHOOL . . . LINCOLN COUNTY, OREGON

*Instructional Program Goals*

Each teacher will submit to the principal prior to the beginning of each quarters work, a written set of goals for the students with whom he works, the method in which he will evaluate these goals, and a system for reporting the individual students progress to his parents.

Each teacher will develop a management system for keeping track of the progress of his students. Such a system will contain, baseline data on the pupil, the goals identified by the student and teacher, evaluations of the students progress and copies of the progress reports sent to his parents.

*Professional Improvement Goals*

Each teacher will be responsible for the establishment of a learning situation once each month that is observed by another teacher, or the principal, for the expressed purpose of improving instruction. Following such an observation, a written statement will be given to the teacher and a copy to the principal.

As a result of the evaluation process, each teacher in cooperation with the principal will define and initiate at least one learning or professional growth goal. A copy of each such goal will be on file in the principals office.

The principal will develop a school advisory group made up of at least one parent from each room, and the teacher from that room. The purpose of such a group will be to develop a positive school image within the community.

The staff will design and implement a plan for the improvement of the image of this school within the professional community.

Principal

### STAGGERED SCHEDULE

Several schools reported pupils who arrived earlier to school, as much as an hour, so they could receive special help. These pupils left school an hour early and others stayed to get "their" special help. Most of these programs concentrated on reading.

### SPECIALISTS

An excellent way to utilize excess time of the special teachers, (art, music, p.e.) is to have them teach pupils in subject skill areas. When these teachers are not scheduled for their regular classes, they can rotate from class to class throughout a term helping the regular teachers in any of their more difficult classes in which an aide would be beneficial. Using "their" subject speciality as the motivator, individual pupils might quickly respond to "their friend" who teaches P.E., etc.

Elmer J. Miller — Stewart Elem. (Cincinnati, Ohio)

### PACING

Teacher trying individualized instruction by having each pupil progress at own rate of learning in *all* subject areas.

Everett Miller — Chelwood School (Albuquerque, N. Mexico)

### IGE

Individually Guided Education (IGE) is a national program for providing for individualizing. As an "in-service" program, special qualified teachers in art, music, p.e., teach the individualized daily classes in the specific content areas. The regular teachers instruct the other academic courses also on an individualized level. For more information write to:

Robert W. Asmus — Beattie Elem. School (Fort Collins, Colo.)

Winnie Goldman of Philadelphia, Miss., also vouches for IGE.

E. Von Maluski, Dowel School, El Paso, Texas, suggests using round robin EDC materials which are similar to Joplin Reading Plan and I.G.E.

### INDIVIDUALLY GUIDED EDUCATION EXPANDING

The National School Public Relations Association has published a 56 page report on Individually Guided Education (IGE) and the multi-unit school. The booklet explains how IGE works, how effective it is, where IGE is going plus a section explaining some of the developmental problems encountered in setting up an IGE school. There is also a listing of states with IGE/Multi-unit schools. There are none listed for Oregon, but there are some listed

in Washington that are within an easy day's drive. Plan to visit one.

Copies of the booklet may be purchased from the National School Public Relations Association, 1801 N. Moore St., Arlington, Virginia, 22209. Price is $4.00.

### INDIVIDUAL PROGRESS

Ideas gathered from individualized learning, non-graded programs, and Montessori Schools can form a flexible program which will meet the needs of each of the students. Such a program enables each individual to progress at his own rate in a continual pattern.

Sister Emiliana Grafe – Archdiocese of San Antonio (San Antonio, Texas)

Continuous Progress Education is cited by Norlyne Cole, Outlook Ave. School, Colonia, New Jersey, as being effective.

### COMPUTER USE

Project "Comet" implements computer managed and assigned instruction with instant feedback. For more information on this innovative teaching idea write to:

Director Wayne Hansen, Project Comet
Mason County Central (Scottville, Mich.)

A Learning Center is a great innovation according to Sue Fellenzer, John Muir School, California.

### OPEN LIBRARY

The regular scheduled time when each class comes to the library might be done away with under an open-library program. This gives pupils the opportunity to do research projects, work papers, or just do that reading that they were unable to do when given once-a-week limited time. This open library idea is facilitated through parent aides who come in and act as monitors, resource persons and aides to the librarian. Pupils may come to the library anytime from opening to closing. Many types of materials are found, not only books.

Gil Aldridge – Rehobeth School (Decatur, Ga.)

### MEDIA LABS

Media labs spice up the school atmosphere for learning as well as for teaching. Material for the labs can be so varied that the student can have new, fresh activities in the different areas at his disposal. Media labs set up in different area of the classroom or school creates an individualized atmosphere, in which pupils can obtain practice in what they most need. Students research problems or interests with new vim, vigor, and vitality!

Ethel L. McDavid – Eight Mile School (Eight Mile, Ala.)

### "LIVING LABORATORY"

Exciting was the one term the writer settled on after visiting a converted garage at Whitaker Middle School near Portland's International Airport. Principal Bill Warren took us on a tour of the facility and several classes.

That is one living place and rigid formality is not in evidence. Live birds and animals abound and pupils work is in evidence everywhere. It's crowded and a little messy, but "learning" is there. I met one boy that during last school year had missed 117 days of school – thus far this year, he had missed one day. The pupil took us on a tour of the outdoor area and impressed us with his knowledge of water habitat, soil levels, soil types and how to test for soil acidity – alkalinity and many other technical points of ecological importance. For him, school is a "here and now" reality as he is solving problems *for which he sees a purpose*. This living lab has made the difference in this boy's life . . . every different idea, technique, material, etc., that we develop and use can make the difference in the lives of each of our pupils . . . is not each and every pupil worth our effort?

Maybe we need a motto, "Reach Everyone!"

Editor

### DO WE NEED A "SPACE" FOR EVERY CLASS?

Do all pupils have to be "in" the school? Why do class after class spend countless hours sitting at desks? Usually all day, all week and all month. Why? Is this where "life" is?

If in a 16 classroom school, one class went on an all day learning trip every day, it would mean that the school board would not have to build the 16th classroom!

But that's probably impossible – after all, learning can only take place in a classroom . . . or can it?

Editors

### SOUNDPROOF GLASS DIVIDERS

Soundproof glass dividers in the classroom, relying of course, on the school budget and architecture of the classroom, have been shown to be advantageous at a school in Massachusetts. The glass partitions allow students to do individual work while other groups are being instructed in different subjects. Also the glass makes supervision possible.

Ed Devine – St. Will's Public School (Mass.)

### SCHOOL EMBLEM AND IDENTITY

A school emblem creates an identification of pupil-school. The emblem design can be selected from a contest (individual or class) or a student council or committee. The pupils could vote for the final selection. Emblems could be for sale at the student council "store", office, and/or local stores. T-shirts with the emblem could also be available.

Gerald W. Whaley – McKinley Elem. (Anoke, Minn. 55303)

### NONGRADED PRIMARY

A 25 page booklet outlines the philosophy, discipline, goals, instructional levels in the various subject areas, enrichment, suggested used for teacher check sheet, parent conferences and report forms for a nongraded primary program.

Stan S. Sevruk – Orson Stearns Elem.
Klamath County School District (Ore.)

### NEW STYLE CAMPUS

Starting the non-graded, "progress at your own rate" program in kindergarten gives the children the background experience they need to continue this innovative education in primary and intermediate grades. The minimum age is five years old and the program is designed for grades K-5.

Felonese Kelley – School #23 (Woodbridge, N.J.)

Multi-age grouping has been well received by pupils, staff and parents as reported by Geo. Lacey, De Queen School, Texas and Mary Louise Henry, Jefferson School, Corvallis, Oregon.

### GROUP BY FAMILIES

Multi-age grouping in the open classroom increases its effectiveness, especially if you are short of paraprofessionals. The older students help teach the younger ones. If they are grouped in "families" in a nongraded atmosphere, it will emphasize the reality of individualization.

Martha C. Young – Prince Hall School, K-6
(Philadelphia, Penn.)

### OPEN CLASSROOM . . . MULTI-LEVEL

If you'd like to find out about a multi-level program (K-5) involving open classroom education that was initiated the school year of 1973-74, write to:

Victor Suazo – Sandoval School (N.M.)

### TEAM TEACHING

Team teaching, while taking much time, has been an effective plan to improve the program as cited by:

Malvin W. Patterson – 15th St. School (Texas)
Dick Rice – Meadowlark School (N.J.)

### TEAM TEACHING IN CORE

A "Core Program" includes team teaching for junior high students. This method of teaching is based on the teamwork of usually two or more teachers working together. Their contributions for making the program a success rest on the fact that there are at least double the ideas to draw from and the cooperation by the teachers also can teach students a cooperative attitude. Teacher's subject matter strengths are utilized.

Sister Patricia Huitt, SCN – St. Lawrence School (Ky.)

### OPEN SPACE

Open Space education at Dunbar School, Tulsa, Oklahoma has been successful according to B. Brown.

Open Space and Teaming has several principals in favor of its use:

Preston Holland
Texarkana ISD, Texas

Joanne Hurst
Nessiva, Minn.

J. Everrett Marstillar
Dallastown Area School
R.D.I. Dallastown, Pa.

Eppie Velesquez
Santa Fe, New Mexico

### DEPARTMENTALIZATION

An elementary school in Casper, Wyoming has departmentalized their grade levels 1-8. Teachers with minds in specific subjects can utilize their ability by teaching that particular subject. This departmentalization of classes prepares elementary age children for high school and also gives them responsibility in getting to their classes on time.

James Dever – Poison Spider School (Casper, Wyo.)

### DAY CARE CENTER

The Thomas Heathe Slater School has a Day Care program for 80 children from the ages of 2 years to 4 years old.

A.J. Lewis II (Georgia 30315)

Early Childhood Program for 4, 5, & 6 year olds, as reported by Charles E. Adams, Mt. Hope Elementary, Charles County, LaPlata, Maryland, has been an innovation.

J. Blake Heida, Central Elementary, Missouri, has cited Pre-kindergarten and Head Start as successful innovations.

### PRE KINDERGARTEN

Children who would have difficulty in the regular program are selected for a special program stressing language development and social development.

Russ Huffman – S.J. Geer School (Hillsdale, Mich.)

A pre-kindergartener program for four year olds proves very beneficial as a regular part of the elementary program. For more detailed information write to:

Dick Eisenhauer – Norris Elem., Rt. 1 (Firth, Nebraska)

### PRE-SCHOOL

A pre-school program run by professional and non-professional mothers, each teaching no more than 15 students, one hour, one day per week is not very time consuming compared to the progress of the children. One hour a week is for story hour in which the children listen to a story. The other four hours of the week the content is dramatization, art, rhythms, and music.

Jacqueline Boettcher – Liskow School (Saginaw, Mich.)

### PRE-KINDERGARTEN PROGRAM

Santiam Elementary School in Lebanon initiated in October of 1971 a pilot program of school experiences for pre-kindergarten children and their parents.

The meetings are held twice monthly from 2:00-3:00 p.m. During that time the children meet with an experienced teacher and aides for a program of activities that includes games, story time, snack and learning activities. The experiences for the children's program include activities in the areas of motor coordination, language and communication skills, sensory perceptual development and social-psychological readiness.

Parents are encouraged to explore and share ways of providing enjoyable home experiences that will help in preparing the children for satisfying school experiences. At each meeting a packet of materials is given to each parent to take home for their child to complete. The materials and activities reinforce the work done in the children's program that day. Meeting with the parents is the building principal, Director of Pupil Personnel Services and the staff member or community specialist who is to present the program for that day.

An Advisory Board with district-wide representation meets periodically to provide direction for implementing the program. A steering committee meets more frequently to plan the program.

Everyone connected with the program – four year olds, parents and the professional staff – are very enthusiastic about the results.

Betty Curtis, Principal (Lebanon, Or.)

### JUNIOR PRIMARY

An innovation of an "inbetween grade", between grades kindergarten and grade one. This is an improved readiness program.

A. Lopresto – Carl L. Bailey School (Mich.)

## 10. GENERAL ACTIVITIES AND EXPERIENCES

### SCHOOL ENTRANCE IS SHOWCASE

Most elementary school lobbies usually have a showcase or a bulletin board to display items or events of interest throughout the school year. To broaden student activities, a committee of students chosen once a month from various grade levels could be responsible for decorating that portion of the lobby.

Mrs. E.L. Marstellar – Spring Grove Area School (Penn.)

### GREAT DEEDS BULLETIN BOARD

"Great Deeds," "Great Deeds Make Great Men," "Gallery of the Great" can be the theme of a fantastic bulletin board. Whenever a child sees another doing something good, he may write about it, draw a picture and place it on the bulletin board. This encourages children to practice good manners and good citizenship. It also reminds the viewers to compliment deeds of others to write so others can read and understand, to

draw so others can understand, and to display their work. Everyone gains from this, the viewer and the doer!

Judy Coffman – Peterson Elementary
(Klamath Falls, Or. 97601)

### SAY-IT WITH "NEWS WINDOW"

Every school should have a news window. The "window" is close to the school entrance, accessible to students, and is changed weekly. Polaroid pictures of the school's weekly highlights are the key to the news window.

A polaroid camera is available in the office for teachers to take appropriate pictures. A student photo committee could be trained to take pictures. One grade level could be responsible or the responsibility could be passed around by schedule. Items may be brought from home.

Wally Johnson – 647 School St. (Anoka, Minn. 55303)

### ACTIVE STUDENT COUNCIL

Pupils are intelligent, creative persons who seek new and improved methods if given the chance. Many student councils have little to say about the extra curricular activities of the school. In this school the student council is given the time, the leadership, and the encouragement to be a vital force in the pupil's school lives. The student council initiates and carries out a variety of projects. It works. School spirit is enhanced. Many pupils are involved and they feel the school is more theirs and they are proud of their school.

Joe Ducey (Godfrey, Illinois)

### TOURNAMENTS

A chess tournament can be great fun once the elementary children learn the basics of the game. They will progressively learn the strategies of the more professional aspect of the game and a total class involvement is soon achieved. This is the time for a class chess tournament to begin!

M. Garrison – Cedar Road School (Arlington, Pa.)

### SCHOOL PATROLS MUST MEET STANDARDS

Past behavior and/or achievement is considered for a volunteer-type school patrol program. Any 5th or 6th grade student meeting the high standard qualification is eligible. This incentive motivates students and has improved school outlook and behavior.

Bob Lincoln – Russell Blvd. School (Md.)

### BUCKET BRIGADE

A "Bucket Brigade" that fills a large plastic bucket with about thirty-two games in math, reading, science, and monetary processes can be made available for 1st, 2nd, and 3rd graders. Created by volunteer mothers, the bucket can be a long or short term project depending on the time put aside for it and the elaboration of the ideas that will be constructed in it. Each primary grade level requiring one group of mothers to make a bucket forms the "Bucket Brigade."

Sanford Burton – Krintz Elem. (Mich.)

### ONE WEEK EMPHASIS

"America Week" is a week spent in the special study of our country. Important people, traditionalism, discoveries and inventions are just a few of the topics that can be covered. The one-week concentration on our country could be scheduled around outstanding leader's birthdays (Washington, Barton, Lincoln, Roosevelt). Films and other visual aids are a good supplement and also relatively easy to obtain for the project.

Mildred D. Bennett – Wood Creek Elem. (Mich.)

Educational Tours have been effective at Cambellton Jr. High School, New Brunswick, Canada as shared by L. Bursey.

### DINNER DANCE

J.M. Simasele's innovative idea is a dinner-dance in lieu of a prom for H.S. mentally retarded children. Awards at the function are given for "Trainee of the Year" and "Employee of the Year." For more details write to:

Bill Sullivan, George Man – O.T.C.
1801 N. Geo Mason Dr. (Arlington, Va. 22207)

### FRENCH AND SPANISH

A foreign Language Program which offers French or Spanish starting in grade 3 through grade 6 can teach valuable linguistic and social studies concepts to children at an early age. The language classes have been made elective. Parents can choose either language for their child. The classes in each grade are paired off into French and Spanish sections for the teaching period.

Martin Littman – Oradell Public School (N.J. 07649)

### PUPIL'S TRAINED AS OFFICIALS

An interesting aspect of P.E. can be demonstrated in training upper elementary students in the art of officiating basketball, etc. Those students who take an interest in this, (perhaps a stronger interest in officiating than in the actual sport itself) can become a part of the intra-mural program as officials. This also works in other sports.

Don A. Morris – Mecosta Elementary (Mecosta, Mich.)

# PART II

# Principles of PR for Principals

Oregon Elementary School Principals Association
1972

## ACKNOWLEDGEMENTS

Part II of this Booklet is the result of the work of the Public Relations Committee of the Oregon Elementary School Principals Association (1971-72).

*Gordon Runds, Edwin Petersen, Charline Edwards,* and *Bob Weaver* edited hundreds of ideas from Oregon elementary principals and their booklet was first published for the 1972 Fall Conference of OESPA.

They in turn thank all their colleagues who made the booklet possible by contributing the public relations ideas that had worked for them throughout the years. Without the help of Oregon elementary principals this project would not have been possible.

## INTRODUCTION

**Principal=PR Person**

We all know that public relations is a job for everybody involved in public education. But no other educator has the opportunity to foster good — or bad — public relations to the same degree as the elementary principal.

The elementary principal is on the PR firing line every day — whether it is with parents, students, staff members, community groups or newsmen. For many people, the elementary principal is the personalization of the school district and they may have closer and more numerous contacts with the principal than with any other person connected with the public schools.

Because of the key PR role of the elementary principal, the topic of public relations was selected for extended discussion at the 1972 Fall Conference of the Oregon Elementary School Principals Association.

Public Relations ideas that have worked for elementary principals have been gathered from throughout Oregon and are included in this booklet. The many "publics" that principals must deal with have been collected under three headings: The Community, The Staff, and Pupils and Their Parents.

It is hoped that Part II will serve as a catalyst for discussions whenever principals get together as well as a valuable resource for all principals as they try to improve their public relations to the fullest extent possible.

## PART II. PRINCIPLES OF PR FOR PRINCIPALS

### THE COMMUNITY

*INVOLVEMENT IS THE KEY*

Everybody in the community has a stake in the public schools . . . but not everyone realizes it. It is that feeling of owning an interest in the schools that leads to the kind of public support, at the polls and throughout the year, that the schools need – particularly in these days when the citizenry is becoming more and more reluctant to give schools the financial resources they must have.

The people who have no direct contact with the schools must be given a "stake" in the schools by involving them in school affairs in some way.

Some of the ways to involve community members that have been used successfully by elementary principals are:

- Community Appreciation Day
- Senior Citizen Day
- "Adoption" of grandparents from local retirement homes
- Recruiting community members as instructors of special interest classes
- Opening the school to all persons who wish to use its facilities
- Setting up a Patrons' Club or a school Advisory Committee

Details of these and many other successful projects follow.

The whole idea is to get people into the school buildings and involved in the school program.

### THE STAFF

*KEEPING EVERYONE TOGETHER*

The principal has a dual PR responsibility with the "public" we have called the Staff. First, there is the need to maintain good relationships with the members of his or her staff; and second, the principal – through good staff relationships – can establish a climate of good PR that the staff members will carry over in their own contacts with other "publics."

PR ideas in dealing with the staff that have worked for elementary principals in Oregon include:

- Showing concern for staff members through small gestures of friendship
- Introducing guests to classified staff members as well as teachers
- Using a system to insure that every teacher has read important bulletins
- Turning faculty meetings into real problem-solving sessions
- Taking a teacher's class for a day to allow the teacher to attend a professional meeting

Check the last section of this booklet for details on these and other ideas that have helped principals in maintaining good PR with their staffs.

Keeping everyone together as an education team . . . that's the concept of "PR-ing" the staff.

### PUPILS AND THEIR PARENTS

*SHOWING CONCERN*

All parents naturally are interested in the school as it relates to their individual children. Parents and children view the school from the narrowest of perspectives: How does it affect me (or my child)?

Somehow, faced with large numbers of parents and pupils who possess this narrow view, the principal must show that he or she is concerned with each parent and each child as an individual.

Methods used by principals in Oregon to achieve this "humanization" of the school include:

- Organizing small-group visits by parents
- Making informal telephone calls to parents to solicit their ideas
- Writing letters of commendation to parents of children who do something outstanding
- Maintaining finger-tip facts on each child's family
- Holding storytime for a few pupils at a time in the principal's office
- Having traveling PTA meetings in homes of parents
- Writing notes accompanying report cards of pupils who need encouragement
- Holding monthly birthday parties for all pupils during lunch periods
- Inquiring about sick children to see if the pupils can help them in any way

Many more ideas follow.

All these activities are designed to foster human relationships by showing the principal's concern for the well-being and the ideas of each child and parent.

## COMMUNITY

### WEEKLY SENIOR CITIZEN LUNCHEONS

Area senior adults are invited to lunch each Wednesday. The school parent club sponsors the program. Informal activities are planned such as bingo and cards. Pupil groups also occasionally perform a musical number, skit or the like.

The adults pay the regular adult fee. Twenty-five to thirty senior adults have participated since the program started in November, 1971.

We plan to use some members of the group as resource people where appropriate.

Early evaluation indicates the program is highly successful.

### STUDENT EXCHANGE

This activity involves students, staff and community. Each spring we have the 6th grade classes (generally two) from Warm Springs Indian School spend 3, 4 or 5 days with us in our community. They come down on Saturday and generally leave Tuesday or Wednesday. Much correspondence between the students takes place before they come down.

One or two students go to each of our homes to stay the few days. It's like having a 6th grader as a house guest. The children come to our school some of the time and spend much time on extended field trips in the metro area. One year we took the entire "crew" to the beach on Sunday.

You'd be amazed at the public relations we have built on this one and also we have learned a lot about the Indian culture.

### INVITING FAMILY TO LUNCH

We set aside three days in which fathers, mothers, or grandparents respectively, were asked to join their child (or grandchild) for lunch. Personal invitations were used.

A sample invitation reads: "Fathers, plan to visit your child's room on March 3, and enjoy lunch with him."

Our Fathers' Day proved a tremendous success.

## SHARING

During the spring the parents from each class set a special date for meeting with the teacher. I always attend these meetings, although I am not the main attraction. Parents ask questions about anything they want to know. Teachers explain their programs and respond.

Two times during the year we have parent conferences.

We use special days such as a Christmas Program, Spring Music Festival, and the annual carnival to invite people in to take part with us. This year we have a special day set aside for older citizens who children have grown up. We invite them down for coffee, tea or milk and cookies.

## FULLY UTILIZING THE SCHOOL

Senior citizens and all citizens use my school for classes, meetings, P.E. and anything they need it for free of charge. All I ask is they leave it as clean as they found it. At present the building is used seven days a week. No staff member need attend to see that things are in order. As a member of the community I make it a project to talk and *listen* to our senior citizens. They soon realize we are interested in them and not just their tax money.

## PRINCIPAL VISITATIONS

I, as principal, am attempting to visit every youngster's home in the Noti School. The purpose is to establish a more personal relationship with parents, learn about the area, and discuss questions, suggestions or problems concerned with the school.

Noti School has only 129 students coming from 61 families, so my task is not impossible.

The principal visitation program has cut my counseling sessions in the office by about one-half because the students are aware of the communication going both ways between the school and parents.

## SENIOR CITIZEN'S DAY

First grades put on a special program once a year with a party and invite the senior citizens as "special" guests.

We also make an effort to let the senior citizens know they are invited to see our special holiday programs.

## LET PARENTS HELP

Put together an extended list of parent volunteers who assist with school needs such as (a) substituting to release a teacher or teachers to attend professional conferences and visit other master teachers at work in the district, (b) improving a luncheon decor and organization, (c) helping on emergency typing projects, (d) arranging for children's attendance at opera, symphony and other activities specially designed for them, (e) developing a school handbook for children and (f) others.

## ROUND TABLE DISCUSSIONS

The names of patrons of the district are recommended to my office. Small groups are set up from the entire list. The groups then meet with me -- sometimes in homes. Among the topics discussed are: budgets, instructional media, discipline, educational change.

From these groups emerge people who volunteer to help in the school, serve in the Patrons' Club, volunteer for the budget committee, or run for the school board.

## COMMUNITY APPRECIATION DAY

Community Appreciation Day can be a gala time in your school. Classes may decide on the community leaders who are to be invited as guests -- such as the mayor, chief of police, hospital administrator, favorite ministers, the governor, children's librarian, city editor, former students, etc. Four or five guests per room can be comfortably invited. The letters of invitation become real letters, to be mailed, and the responses that are received from guests become bulletin board treasures.

Planning for the greeting and meeting of guests, organizing conversation groups, deciding on appropriate types of questions to ask guests, can all be worthwhile adventures.

Guests may be invited to share personal or business experiences with children. The hosts may want to take guests on a tour of the building, or involve the guests in playground activities.

Be sure to get a newspaper story and/or pictures.

## GRANDPARENTS WEEK

During grandparents week we invite all of the children's grandparents to visit school to see first-hand our educational program and to visit their grandchildren's rooms. The grandparents join the children for lunch.

## GRANDPARENTS ADOPTED

Following a Weekley Reader article on problems of older people, a fourth grade class in our building discussed older people they knew. They discovered very few had grandparents near enough to see often. "Adopting" some grandparents from the local retirement homes was discussed. Plans were made to invite older people to visit the school every two weeks from 11:00 to 2:30 or 3:00. The children earned the money to pay for the grandparents' lunches. Parents furnished transportation.

The children hosted the grandparents for lunch and invited them to participate in classes during the afternoon. It has been a rewarding experience for many people.

## GRANDPARENT'S DAY

Our third annual "Grandparent's Day" was a great success again this year. All elementary schools participate. A week in advance we have quite a bit of newspaper coverage advertising the event. Invitations are sent home with the students inviting the grandparents to visit school for the day and have lunch in the cafeteria with their grandchild. Teachers also prepare for the visitation and invite the grandparents to participate by telling stories about school when they were children or helping with reading and arithmetic lessons. We have received many nice comments from grandparents and they look forward to next year.

## SPECIAL INTEREST CLASSES

Parents and especially senior citizens are invited via radio, newspaper and word-of-mouth to contact the school to share their talents and hobbies with the children of grades 4, 5 and 6.

Classes are scheduled every Thursday afternoon for one hour for a six-week period. The classes are pre-arranged and conducted by laymen who have volunteered to share their special interest and by teachers who volunteer to act as support personnel.

Elders come for free lunch and to visit with the teachers who are their aides. Classes are from 1 to 2 p.m.

## ENTERTAINMENT AT NURSING HOME

The students have accepted the responsibility for providing monthly entertainment at the nursing home, which is located nearby.

## STAFF

### DAYTIME INDOCTRINATION PROGRAM FOR PARENTS

In this program a group of 10 to 12 parents visited the school each week for 2 to 3 hours. Parents were invited by the school secretary who called the parents from our alphabetical listing until 10-12 confirmations were obtained. Group size was limited so discussion could take place. An informal atmosphere was preserved. Name tags were available.

The program format was such that approximately 40 minutes were devoted to an explanation of programs and what parents might look for, another 40 minutes were spent visiting the total plant, and 40 minutes were devoted to a question, answer and recap period. The discussion continued over lunch.

This program proved to be quite popular and successful in informing the parent about what is happening in their school. This is not a program you would want to conduct each year but would have merit every other or third year.

### MAINTAIN FINGER-TIP FACTS ON THE FAMILY

A roladex file is a circular file containing 2x4 or 3x5 cards. Using this file the principal can keep current information on every school family at his desk. We list the family name, the father's name, his place of business and business phone, the mother's name, her occupation, and the home phone on one side of the card. The reverse side has the names of the children and the rooms that they are currently in.

When a parent calls, with a flick of the finger, the principal can have before him a complete picture of the caller's family, and the names and room numbers of his children.

### SCHOOL CALENDAR

We put out a monthly calendar on which all school activities plus the main hot dish for each day is indicated. At the bottom of the calendar are included all the Boy Scout, Cub Scout, Campfire Girls, Bluebirds, etc., groups with the leader's names, telephone numbers and meeting dates.

Also included are the Parent Club president and telephone number, the school number and the phone number of the principal.

The calendar is not new but is well used and continues to be requested year after year.

### PARENT/STAFF SEMINARS

The purpose of parent/staff seminars are: 1) to assist parents in learning some basic communication skills such as paraphrasing, and 2) to close the communication gap between the school and home.

The seminars are held monthly from 7 to 9:30 p.m. We have a representative group of parents, teachers and aides present.

An instructor is brought in for the first two seminars at which times the major emphasis is helping parents and staff better learn to communicate with each other.

Beginning with Seminar Three I, as principal, begin running the seminars. Our general approach has been to review the efforts to date and then build an agenda, after which small groups form and break up to discuss items. At the close of the evening everyone gets back together and each small group summarizes its discussion for the seminar. A review of each seminar is compiled and sent out in our newsletter to all families.

### REPORT CARDS PLUS

The principal picks out the report cards of certain students who are in need of encouragement. On these cards the principal writes a short note indicating that he is pleased with the student's progress during the past grading period. The note is directed to the student and is written in long hand.

This small gesture has reaped many rewards from students and parents alike.

### FRIDAY SCOOP SHEET

The *Centennial Bluejay Press* is sent home each Friday with the children. The school counselor serves as faculty adviser for the student council. It is the responsibility of the student council to put the paper together.

The weekly sheet serves as a "pipe line to the home." We have published the scoop sheet now for six years.

### EXERCISING THE PARENTS

We have a "Gym Joinder" night. Parents are led through games and exercises, dancing, volley ball, etc., by their own children for two solid hours. During the rest period the band, orchestra or chorus entertains the group which is seated on the floor.

### PARENTS BACK TO SCHOOL NIGHT

Each year during the second week of school we invite all of the parents to come and meet the teachers. The evening begins with the introduction of all the staff and a few remarks from the principal. The parents then go to the home room of their choice where the teacher explains his or her program for the year. About one-third of the parents attend.

### INVITING PARENTS TO OBSERVE

Since attendance at PTA is poor, we have offered a substitute for one of the meetings. The children of each room invite the parents, by written invitation, to visit their room on a certain day and stay for lunch (or have refreshments in the room). Attendance at these special room visitations has been good. Parents enjoy seeing the class in action and no doubt the mothers enjoy a meal out that they did not have to prepare.

### THE TRAVELING PTA

Every other month the PTA meets in various community homes. While attendance has been light, we hope for improvement and have had favorable reports from both parents and staff.

### CERTIFICATES OF APPRECIATION

Each year, usually during the last PTA meeting, which is also the largest, we present special certificates to all those individuals who have assisted us during the school year. Services recognized include secretarial help, tutoring students, clothes closet and any other service beyond the call of duty of any regular parent. These certificates are signed by the PTA president and the principal.

### HUMANIZING THE PRINCIPAL

There are many different activities the principal can participate in so he does not lower himself but rather makes himself look more human in the eyes of the students or parents. Some of these activities are suggested:

1. Read to primary children at least once a month. An interesting short story can be provided by a primary teacher and the principal can go from room to room, as arranged with the teacher, and read this interesting book.
2. Jump rope. When the weather is good and jump ropes are in season there is nothing that delights the children more than to have the principal turn the rope or better yet jump it with the kids.

3. Serve in the cafeteria. Occasionally the principal can help serve hot lunches or sell milk or take tickets, or in some way be in the firing line so that kids can see that he can do the kind of things that they do and do it quite well. There are many other activities like these that help to make the principal a "regular" guy.

### PARENT-PRINCIPAL NIGHT

We have re-instituted parent-principal night with reasonably good success. Parents write-in questions that they wish to ask and then approximately every month we call one of these meetings. They have given satisfaction to 40 or more people each time.

### STORYTIME FOR THE PRINCIPAL: LISTENING TO STUDENTS READ

How about putting six or eight small chairs in your office then invite a few first graders to visit you to read – perhaps sometime in May. This plan gives you an idea of their independent ability and gives the children an opportunity to develop a new camaraderie with you.

Be sure to give the child a card or certificate to indicate your pleasure in hearing him read. Take time for each child.

### KEEPING LINES OF COMMUNICATION OPEN

As the principal of the school, I am always available. I try to be ready to talk and listen at all times to parents, teachers, and students as this is a k-6 school it is very easy to keep the lines of communication open. We feel that the community should know what is going on in its public schools. We use every opportunity to encourage parents to visit the schools.

### PARENT LUNCHEONS CAN BE POPULAR! (IF NOT GOOD)

Dads will often find time to go to school "just to have lunch" when they can be assured they are not expected to make speeches, join PTA, or be "caught" on a committee.

Child and dad can carry lunch trays to home rooms to eat in the child's natural environment. American Education Week seems an appropriate time to invite dads.

Mothers' luncheons could be scheduled throughout the year on a similar plan. Classes may want to invite mothers to arrive early for a classroom visit, program or demonstration.

The purpose of this program is to provide participation, without threat of work! Many times, however, volunteer services grow from these pleasant contacts.

### MONTHLY COFFEE HOUR FOR MOMS

Each month I have a meeting open to all the mothers in our school. There are no officers or dues. We meet for an hour and discuss school curriculum, drugs, discipline, district policy and any other problems or ideas.

The participation has been quite good.

### INTRODUCTORY LUNCHES FOR NEW PARENTS

After the parent orientation program the third week of school, many new families move into the neighborhood who ordinarily get a very weak introduction to our school program. Therefore, our PTA and school invite new parents to a guest luncheon. These are held twice, on January 15 (after Christmas vacation) and on April 1 (after spring vacation). Letters and lunch tickets are sent to new parents. Lunch speakers include PTA, nurse, counselor and principal. Great things have resulted such as positive regard for the school and increasingly positive budget elections.

### PRAISING GOOD PERFORMANCE

I write letters to the parents of students that do something outstanding at school in such areas as scholastic achievement, creativity, PE or athletic performance, or improvement in citizenship. I also have a form letter of commendation that I slip in with some of the report cards of students that show a marked improvement.

### INFORMAL PHONE CALLS

Call three parents each day to discuss the school and their child with them. These should not be calls that deal with specific problems such as absenteeism and discipline. These are calls of general concern.

Do a lot of listening – little talking. Spend no more than necessary – 5 to 10 minutes maximum.

This is an excellent opportunity to short cut complaints and to make parents feel that they have a voice and that the school is genuinely interested in their child.

### PARENT CONFERENCES

Teacher conferences give me, a parent, a great deal of insight into my children. They are the most valuable contact I have with the school. My husband would benefit even more from these conferences than I do. He would be surprised to see how much the teacher knows about and cares about his kids, and he would gain perspective on their development. But he is unable to attend conferences held during the day. I urge you to schedule conferences for the evening. I realize this would impose on the teachers' time.

### CHECKING UP ON SICK STUDENTS

I have asked my secretary to supply me with a list of students who have been absent three consecutive days or more at the time she posts our attendance cards. I then call the homes of these students in the evening to check on how the child is feeling and if there is any way the school can help them.

I have had excellent response from parents because I take time from my evening to call. And it only takes about 10 minutes to check on all the students that have been out three or more days.

### EDUCATIONAL CARNIVAL

We have had an educational fair featuring about 15 booths. In each booth a few students and a teacher demonstrated some part of the educational program. The activities ranged from creative writing to using filmstrips.

After a short introductory program, the parents were allowed to circulate from booth to booth. About 90 per cent of the parents attended and showed much interest in the booths.

### VITALIZING PTA MEETINGS

As a veteran attendee of boring PTA meetings, I would like to suggest that you adopt a new format, especially at that first meeting when attendance is likely to be good.

Have only humorous speeches. Forget about introducing PTA officers and school staff. Assemble by class in the home room areas and have the teacher summarize the curriculum, text and methods used in about 30 minutes. Then break up into discussion groups of 12 to 20 persons, with a parent or teacher leader at each, so that we parents can formulate our own ideas on what we want our schools to do. Have lots of ash trays and coffee on hand.

Subsequent to the discussions, groups may want to reconvene, submit position papers, storm the Board, etc.

### BIRTHDAY PARTY

Once each month we have a birthday party in our cafeteria during the regular lunch hour. Cafeteria tables are placed in the center of the dining area for children who have a birthday during the month. The tables are beautifully decorated by a committee of teachers who have enlisted aid from various art classes to provide favors for each child along with center decorations. Each child receives a cup of candy or nuts, a decorated cup cake with a birthday candle, and a dish of ice cream. The cup cakes are prepared by our special education class.

On the day of the party, the names of all children born in that month are read over the inter-com. These children usually are presented birthday crowns, hats, etc., by their teachers. After they pick up their regular cafeteria lunch, they proceed to the birthday table. Sometime during the lunch hour a teacher leads all students in the lunch room in singing "Happy Birthday" to the children.

### HOME VISITATIONS

On one of the afternoons during a report card period when students are dismissed from school, our staff visits in the homes to discuss student progress. This has greatly assisted in improving parent feelings toward the school.

### AN OPEN HOUSE FOR PARENTS

This year we did not have the customary evening open house but instead invited parents to come to visit during the day either before or after lunch hour. They were also invited to eat lunch in the cafeteria with the child whom they had observed that day. We requested that they send in reservations for the lunch ahead of time to allow our cooks to make the proper preparations. Pre-school children who came with the parents were also invited to eat lunch. We had visitation for each grade level on a separate day.

The attendance was surprisingly large and even more surprising was the number of parents and little folks who ate in the lunch room. Another amazing fact was that probably a third of the visitors were fathers. Many parents arranged to be released from work in order to visit during the day.

Parents made many favorable comments about how much they enjoyed being in the rooms this way. We did learn one thing however: The next time we will set up a babysitting room where pre-schoolers can be cared for while the parents are observing in the rooms.

### VERIFYING PHONE CALLS

Any time a parent calls to have a child excused from school we ask the cause and then ask if he or she is calling from home. If she answers in the affirmative we thank her and tell her that we will send the student home. However, before contacting the student in the room we look up the phone number of the parent at home and call her asking if she had called to have the child excused. If she says "yes" we thank her and have the child sent home. This of course is for security reasons. We never know who might be calling to have what child excused. Our parents appreciate this procedure.

For the same reason, no one is excused from school except through the office. The child is not allowed to leave the building until we have been able to verify that a responsible person will be there to receive him and possibly care for him. This sometimes means that the principal or some other adult must take the child home because not all parents have phones.

### NO STRINGS ATTACHED

Sponsor any kind of fun activities not related to business or conferences and the like such as teas, pot luck dinners or smorgasbords, "game" evenings and sports.

Keep the activity informal, simple and fun! Then when you need to call on parents for serious planning the ground work has been laid.

## PUPILS AND THEIR PARENTS

### A SONG FOR UNSUNG HEROES: THE CLASSIFIED STAFF

The classified staff members in a building are important people in public relations. They merit distinctive recognition and should be included in decisions affecting their work.

When guests are in the building an effort should be made to introduce them to classified staff, too.

Let's give plenty of credit and spoken praise to the secretaries. They field many problems for principals and filter many unpleasant conversations. Too often the secretary is an unsung hero.

### PROBLEM SOLVING IN FACULTY MEETINGS

All principals become weary of bringing certain recurring problems to the attention of the staff. I tried a slightly different approach. I had a number of these recurring problems typed on small slips of paper. After routine matters were cared for in the regular faculty meeting, I turned these slips of paper face down, asked several faculty members to pick up a slip, read it to themselves and then confer about it for a few minutes with several teachers seated nearby. At the end of about five minutes, the person picking up the slip was asked for a solution to the problem on the slip. A brief discussion involving all present usually followed. Because everyone participates the solution selected will be more palatable and thus more likely to be carried out.

### PROFESSIONAL LEAVE

If your district doesn't provide a special professional leave day to allow teachers to visit other schools or to attend professional meetings, why not check with the boss to see if it's okay for you to take each teacher's class one day during the year to let them get out and around. I realize that this is a big undertaking in a large school but it pays real dividends. It puts you back in the classroom, it gives you better insight into teacher problems, you get better acquainted with youngsters, and you gain added respect from teachers and pupils alike.

### IMPROVE STAFF MEETINGS

To increase interaction at your staff meetings try having a committee of teachers plan the agenda and have the topics presented by the teachers themselves.

A planned agenda provides for the disposition of many items with dispatch and leaves time for discussion of major items. Small group deliberations and subsequent reports to the total group can be effective in problem solving.

A principal needs to be prepared to lose a few arguments if he really believes in the group decision-making process.

### BULLETINS ARE TO BE READ AS WELL AS WRITTEN

The purpose of this activity is to provide a communication system with the staff. The basic intent of the plan is to insure

that each staff member is continually aware of important notices and happenings within the school.

In our district each teacher is required to sign-in and out daily in the office of the school where they teach. Next to the sign-in sheet I have placed a loose-leaf binder which remains open and displays current bulletins. Each bulletin is typed on a prepared page which lists every teacher's name. As each teacher reads the bulletin she places a check beside her name to indicate she is aware of its content.

## BE CONCERNED – AND SHOW IT

Greetings, congratulations, condolences should be a part of a principal's daily repertoire.

The cheery "Good morning, Miss Jones," often sets a tone for the day. Greeting children by name is also a rewarding experience.

When any staff member has been absent, do you tell them you are pleased to see them return? Do you phone to inquire when they are sick? These small gestures of friendship are well worth the effort involved.

How about offering to take a classroom for an hour on a teachers birthday.

You can be human, too.

## NOW SEND YOUR IDEA

. . . or an idea successfully used in your school to the Editors so the second edition will *double* its size to 500 innovative ideas.

Take 5-10 minutes and share an idea with your fellow principals and teachers. Do this now so it will get done. Any educators are welcome to send in ideas. Ask one of your teachers to share an idea. One quick tour through your school should turn up several ideas, any one of which could be sent to the editors.